**Facilitator's Guide to the
Roles & Responsibilities of School Councils Module**

Thank you for your commitment to school-based decision making (SBDM) and for training the council members attending your session(s). As a reminder Roles & Responsibilities of School Councils is designed as a three (3) hour session for experienced members.

The attached Facilitator's Guide includes a script, as well as accompanying answer keys and notes. The script itself is discretionary and serves as a guide only; the answers are samples. Feel free to create your own transitions between topics and to facilitate discussions to your comfort level; you are not bound by the script itself. Most of the activities and readings require mandatory engagement, so passive learning and sit and get are not recommended. Encourage your trainees to take notes, highlight, annotate, and interact with the words on the pages.

Should you find any incorrect information or need clarification on an activity or would like to provide feedback on the module, feel free to contact your SBDM Consultant at (502) 564-2116 x 4046.

Sample Agenda:

I. Introductions (10 minutes)
II. Session and Student Achievement Overviews (5 minutes)
III. Roles & Responsibilities of Each Member (25 minutes)
IV. Basic Legal Functions and Limitations of a School Council (30 minutes)
V. Student Achievement & the Future of Education (30 minutes)
VI. Break (10 minutes)
VII. Successful School Councils (35 minutes)
VIII. Transparency & Inclusivity (20 minutes)
X. Closing/Evaluations/EILAS (15 minutes)

Needed Materials:

- Booklet for each participant
- School Instructional Practices policy
- KDE Sample Policy (Instructional Practices, page 117)
- Computer for PowerPoint
- Sign-in sheet
- EILA certificates
- Successful/Unsuccessful Cards
- Nametags or name tents
- Problem signs

- Highlighters
- Tape
- Chart Paper
- Post-Its (optional)
- Electronic Evaluation Link: https://forms.gle/i8o8yQMT2FwJx9gx9

After welcoming participants, provide each person with a copy of the training booklet. Spend time reviewing the objectives below which set the stage for the information that follows. This is also time to note that the training is designed to last three (3) hours to satisfy the legal requirement for experienced council members. Explain that during this training session, council members will spend time discussing their legal functions, their specific roles and responsibilities and the attributes of a successful council. Go to Slide 2. After you discuss the agenda, go to slide 3. After you discuss the objectives. Go to slide 4.

ROLES AND RESPONSIBILITIES OF SCHOOL COUNCILS

A Three-hour Training for Experienced SBDM Members

SESSION OVERVIEW

This SBDM training session is designed to help participants understand and distinguish the roles and responsibilities of each member of the school council, as well as recognize how their role contributes to student achievement. This session assists school council members in understanding how to carry out each role and responsibility in the most effective way through the analysis of successful and unsuccessful practices of school councils.

STUDENT ACHIEVEMENT

The school council's mission is to improve student achievement (KRS 160.345(2)(c)). Each school council must create an environment in its school that will result in students achieving at high levels. All policies and decisions by the school council must contribute to achievement of the overall school's mission.

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Say: The primary responsibility of each council member is to promote student achievement. Classified staff and students are not required by statute but can be added in non-voting capacities without approval of an alternative model application or added in voting capacities after the approval of an alternative model application by the Kentucky Board of Education (KBE). What qualities or traits would be helpful in ensuring the council's work is successful thus resulting in student achievement? Spend 10 minutes completing the chart below. Once time is called, we will discuss our responses. Sample responses are provided below; however, this is not an exhaustive list.

The Roles and Responsibilities of School-based Decision Making (SBDM) Council Members

School-based decision making (SBDM) councils consist of an administrator, teachers, and parents. Additionally, classified staff and students can be members of councils if the council's bylaws allow or with an approved alternative model application on file at the Kentucky Department of Education. Each constituent group has separate roles on council; however, the collective group is responsible for ensuring its work is legal, centered on student achievement, and that meetings are transparent and inclusive. Prior to exploring those topics, let's begin by considering the qualities of the constituents. As an experienced council member, what **qualities or traits** should each of the members bring to the table to ensure the council is successful in its work thus facilitating success and achievement in the school itself?

Principal (Chair): transparent, goal-oriented, facilitator, organized, knowledgeable of bylaws & policies, seeks consensus, has awareness of educational landscape, ensures goals are aligned to the school's core values

Teachers: relationship-builders, work to build capacity of the council, voices concerns and priorities of constitutent group with student achievement at the forefront of all decisions

Parents: committed to the council and attend all meetings, ensure annual training requirement is met, contribute to the discussions & asks for clarification when something is unclear, promote good communication and exchange of information in the school and community at large

Classified Staff: dedicated to student acheivement, knowlegable about operations of the school, working relationship with students inside and outside the classroom

Students: engaged, dedicated to learning, insight to impact of school policies

Facilitate a discussion on what qualities and traits your participants deem important. You can have someone list these on chart paper as the discussion takes place and leave them posted throughout the training. As a follow-up question (at the end of the discussion), ask what traits could impede (or get in the way of) the council's work.

Directions: While reading this section, highlight the **key responsibilities** of each constituent group beneath the subheadings. When working together during a school council meeting, all school council members' voice should be valued regardless of the members' vantage point and role.

Principal (Chairperson)

KRS 160.345(2)(b)(1) states the principal serves as the chair of the school council. As chairperson, the principal's role is that of facilitator and organizer. The principal should strive for efficiency and productivity from all school council members. He or she should focus on the objectives and the collective energy of the group moving towards solutions in an orderly fashion. As chairperson, the principal is charged with working with the school council and its committees to help the school's students achieve at high levels. The principal, as chairperson, should facilitate the school council meetings. School council discussions and decisions should focus on student achievement. If the topic at a meeting does not affect student achievement, consider whether the discussion is within the council's purview. The principal assists in establishing ground rules or norms that can be a tool for keeping focus in a school council meeting. Effective ground rules that all school council members agree to live by will help the school council avoid conflict and personalizing issues that need to be discussed openly.

Teacher Representatives

Teacher representatives make up the majority of the school council. Teacher representatives, in order to assist in the effectiveness of the school council, should seek to ensure they are meeting the everchanging educational needs of students, be familiar with the statutes that govern school-based decision making, and where applicable, serve on a variety of school council committees. Teacher representatives assist with maintaining working relationship with staff, families, and administrators and are decisive on issues that are in the best interest of all students. This constituent group devotes time to understanding how the present school council's development of policies and decision-making impacts the school's curriculum (writing program), instruction, scheduling or staff time, student placement, space allotment, and budget and personnel.

Parent Representatives

SBDM is an opportunity for families to work in harmony with teachers and school administrators toward establishing goals for student success. Parent representatives serving on the school council should be aware of all assessments administered to students and the school's results, understand how the school functions and the council's role with policy creation and decision-making, be willing to make the time commitment necessary to be an effective member of a school council, promote communication and exchange of information, and understand that the school council has not replaced the role of the school's principal.

Classified Staff Representatives

Classified staff representatives can have voting or non-voting roles.[1] Regardless of their voting status, classified staff provide an insight into the school's environment, including outside of the classroom and the day-to-day operations of the building.

Student Representatives

Students can also have voting or non-voting roles. Student representatives represent the student population. They provide insight into the effectiveness of education policy on their learning and contribute to conversation on non-academic policies' impact on the student body.

Talk It Out: As an experienced council member and from your unique perspective, which description most closely aligns to your responsibilities? Select from the description that aligns to the constituent group you represent. *Answers will vary.*

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[1] Classified staff and students are eligible to serve in voting roles on SBDM councils with an approved alternative model application granted by the Kentucky Board of Education (KBE). Classified staff and students are eligible to serve in non-voting roles, so long as an SBDM council's membership bylaw allows.
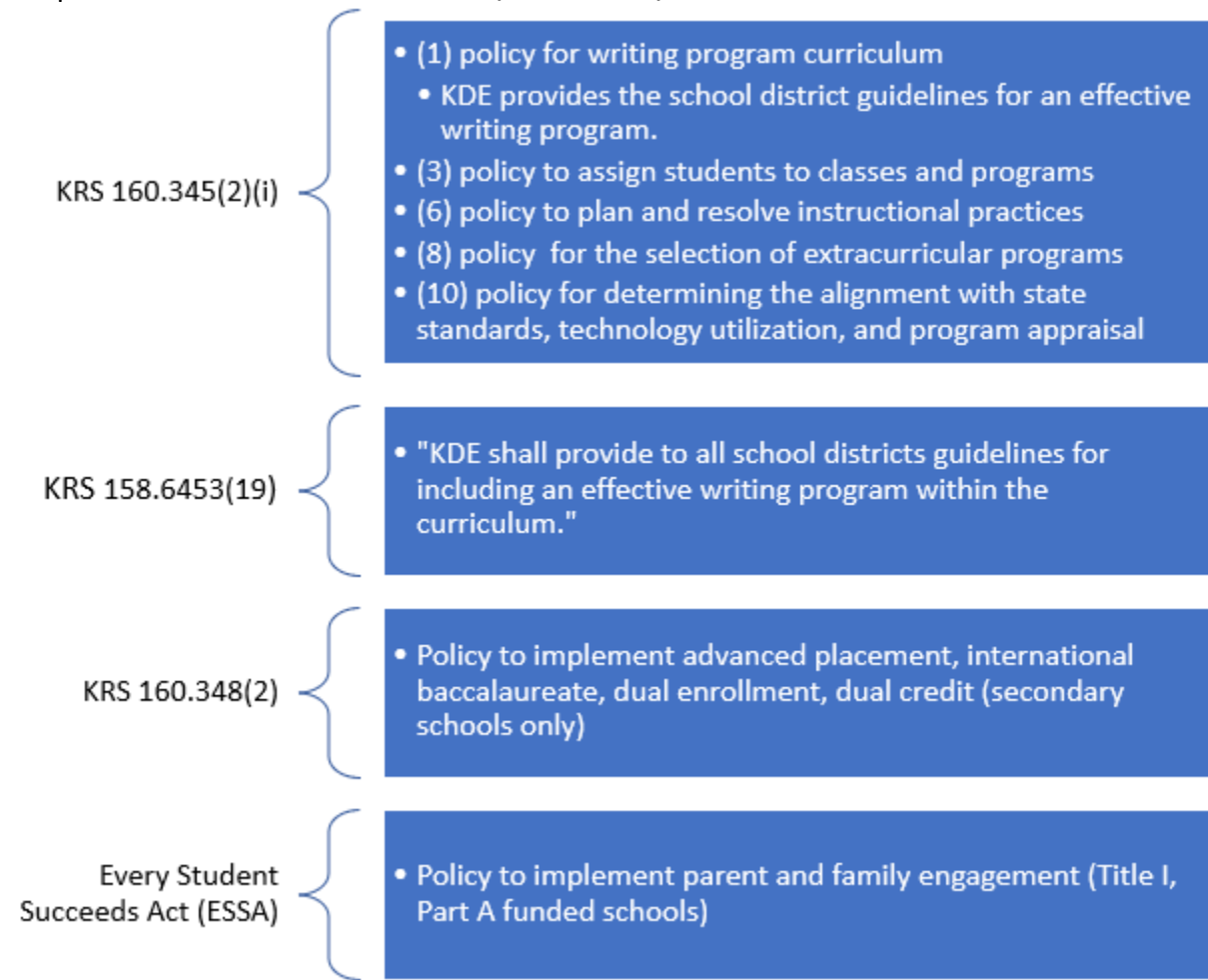
Basic Legal Functions of a School Council

KRS 160.345, the SBDM statute, includes a variety of responsibilities afforded to school councils. We can categorize the responsibilities into four groups: **responsibilities for curriculum, instruction, and assessment; responsibilities for schedules, staffing, and healthy/safe facilities; responsibilities for consultation; responsibilities for improvement planning and budgets; and responsibilities for operating procedures.**

Notice that many of the responsibilities begin with the word **policy**; this means that the school council must have a written and adopted process or procedure in this area.

Some of the other areas only require a discussion and a **decision**. You do not necessarily need a policy; however, a commonly used practice or a written procedure ensures that the task is completed.

Unless your SBDM council is newly developed, all or most of these policies should be inherited from previous councils, which your current council will be responsible for reviewing and revising, if necessary.

Responsibilities related to **curriculum, instruction, and assessment** can be found in...

KRS 160.345(2)(i)
- (1) policy for writing program curriculum
  - KDE provides the school district guidelines for an effective writing program.
- (3) policy to assign students to classes and programs
- (6) policy to plan and resolve instructional practices
- (8) policy for the selection of extracurricular programs
- (10) policy for determining the alignment with state standards, technology utilization, and program appraisal

KRS 158.6453(19)
- "KDE shall provide to all school districts guidelines for including an effective writing program within the curriculum."

KRS 160.348(2)
- Policy to implement advanced placement, international baccalaureate, dual enrollment, dual credit (secondary schools only)

Every Student Succeeds Act (ESSA)
- Policy to implement parent and family engagement (Title I, Part A funded schools)

4

Responsibilities related to **schedules, staffing, and healthy/safe facilities** can be found in...

KRS 158.031(4)
- Determine organization of a school's ungraded primary program

KRS 158.060(4)
- Requires nonteaching time and opportunties

KRS 160.345(2)(i)
- (2) policy to determine assignment of instructional and non-instructional staff time
- (4) policy for the determination of the schedule of the school day and week
- (5) policy to determine use of school space
- (7) policy to select and implement discipline and classroom management techniques as part of comprehensive school safety plan
- (9) policy to outline the process to adopt an emergency management plan
- (11) policy regarding consultation

KRS 160.345(11)
- Wellness policies (K-5 schools)

Responsibilities related to **consultation** can be found in...

KRS 160.345(2)
- (g) instructional materials and school-based student support services
- (h)(1-2) required consultation for principal in non-consolidated local government
- (i)(11) development of consultation policy for all personnel

Responsibilities related to **improvement planning and budget** can be found in…

KRS 160.345(2)
- (f) number of persons per job classification
- (j) review annually state and local student assessment data

KRS 160.345(3)
- (a) school budget and administration (aligned with district policies)
- (b) assessment of individual student progress (aligned with district policies)
- (c) school improvement plans (aligned with district policies)
- (d) professional development (aligned with district policies)

KRS 160.345(8)
- Plan professional development in accordance with KRS 156.095

703 KAR 5:225
- School improvement plans (aligned with district policies)

Responsibilities related to **operating procedures** can be found in…

KRS 61.800
- Kentucky Open Meetings Act

KRS 61.810
- Exceptions to open meetings statute

KRS 160.345(2)
- (c)(2) policy required if established committees
- (d) committee scheduling
- (e) committee meeting shall be open to the public

Think It Through: As an experienced council member, which policy or decision-making area has been of the greatest importance to you **or** which one takes priority for you currently? Explain. Answers will vary. As time allows, have council members share their answers to the reflection question aloud with the training participants.

One role and responsibility held by all members of a council is developing policies that directly address achievement gaps.

All students deserve a high-quality education. Without addressing achievement gaps, schools will not get all students to proficiency. One direct way that a school council can help to close achievement gaps is through sound school policies. The table below contains some characteristics of sound school policies:

Commit to using best practices	Provide flexibility for implementation of those rules and responsibilities
Organize important work	Help parents and new staff understand how the school operates
Build shared understanding and expectations	Fulfill legal requirements
Set consistent rules and responsibilities for day-to-day activities	Avoid potential litigation

Your Turn: What are some other characteristics of sound policies that were not listed in the table but are important to consider when developing and/or revising policies? Answers will vary. Some characteristics may include regular review of policies to ensure they are current, making certain there is consistency across all policies, and establishing clear guidelines for policy review.

Limitations

Thus far, the module has focused on the major responsibilities of a school council; however, school councils also have limitations. The chart below lists these limitations. Next to the listed limitation, write the reason why you believe the council has this specific limitation.

Run the school on a day-to-day basis	• KRS 160.345(2)(c)(1) notes that councils develop policies, but the principal and staff implement them.
Break contracts	• This area aligns to the district's authority; therefore, schools must honor contractual agreements.
Break state or federal statutes and regulations	• Councils have authority in specific areas; however, their decisions cannot usurp statutes or regulations.
Create new positions	• The local board of education creates new positions.
Make decisions outside their areas of authority	• The council's role is defined in KRS 160.345 and council members must not make decisions outside their jurisdiction.

Say: In addition to complying with the basic legal functions of the council, council members are responsible for promoting student achievement. While we read this page aloud, feel free to highlight on the page and take notes in the margin; your copy of the booklet belongs to you.

Student Achievement & The Future of Education

School-based decision making councils are part of an overall plan to create schools that teach all of Kentucky's children the knowledge and skills that they will need to be successful adults. When we look at the work of school councils, it is good to begin with that end clearly in mind: *What decisions are we, as a council, making that impact whether our current students become successful adults?*

The SBDM statute (KRS 160.345(2)(c)(1)) highlights the school council's role with student achievement:

> The school council shall have the responsibility to set school policy that shall be consistent with district board policy and which shall provide an environment to enhance the students' achievement and help the school meet the goals established by KRS 158.645 and 158.6451 and goals for the district established by the board. The principal shall be the primary administrator and the instructional leader of the school, and with the assistance of the total school staff shall administer the policies established by the school council and the local board.

School councils promote shared leadership among those who work closely with the students. The parents, teachers, and the administrator of the school who make up the council have the responsibility to set school policy and make decisions that should enhance **student achievement**.

Think It Through: In general, what factors do you believe contribute to student achievement? List up to 5 factors below. Potential responsibilities include parent and family engagement, a growth mindset, high quality teaching, accountability, and rigor.

There are obviously other factors that have an adverse effect on student achievement: *poverty, lack of parent and family engagement, reliable measures of progress, quality of instruction, adequate resources, etc.* If time allows, have participants explore some of those factors, as well. You may want to also discuss how the council itself can work within its purview to promote student achievement.

Directions: <mark>Read the short excerpt below</mark> from Jim Shipley and Associates guide, "Orientation to a Systems Approach to Continuous Improvement" and <mark>circle the phrases that resonate with you personally.</mark> While reading these phrases, consider how similar phrases have been historically used in education and how those phrases and mindsets impact student achievement.

Common advice from knowledgeable horse trainers includes the adage, "When the horse dies, dismount." Seems simple enough. Yet in our business we don't always follow that advice. Instead, we often choose from an array of other alternatives:

- Buying a stronger whip.
- Trying a new bit or bridle.
- Switching riders.
- Appointing a committee to study the horse.
- Riding the horse for longer periods of time.
- Saying things like, "This is the way we've always ridden the horse."
- Arranging to visit other sites where they ride horses more efficiently.
- Increasing the standards for riding a horse.

- Creating a test for measuring our riding ability.
- Comparing how we're riding now and how we rode 10 or 20 years ago.
- Complaining about the state of horses these days.
- Coming up with new styles of riding.
- Tightening the cinch.
- Blaming the horse's parents. The problem is often in the breeding.

The analogies themselves seem unpalatable at times; however, the direct correlations to some of the approaches in education are obvious and unpleasant, as well. If a school's attempt at closing achievement gaps or promoting student achievement is not working, then what must we do differently? Even still, how can the council itself assist in promoting achievement?

Talk It Out: As an experienced council member your council's work was likely centered on helping students achieve at high levels. What decisions were made, policies written, or discussions held that resulted in student achievement during your previous term(s) on council? Have participants discuss this reflection question at their table or you may facilitate the conversation with the whole group.

The Future of Education

In the spring of 2021, Jason E. Glass, Ed.D., Kentucky's former commissioner of education and chief learner, staged a series of stakeholder engagement efforts that led to the formation of the Kentucky Coalition for Advancing Education (KCAE). The coalition is a diverse group of stakeholders that includes families, students, teachers, school and district leaders and community members from across the state. This group was charged with, among other things, creating the United We Learn: Hearing Kentucky's Voices on the Future of Education report. Students across Kentucky are growing up in a globally interconnected world – one that is increasing in competitiveness and opportunity. For our students to be successful, it is up to us to create learning experiences that prepare them for this future. While every student has the potential for success, we know that learning opportunities and outcomes have been uneven. Although many students and school districts are thriving, others are struggling, especially those in our traditionally underserved communities and groups.
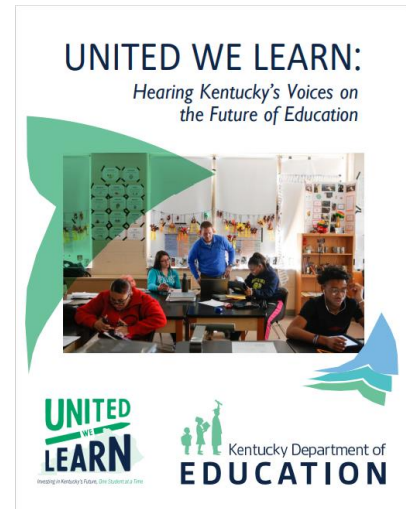
How does United We Learn relate to councils?

As council members, your role is to help each student reach that level of success by creating policies and in making decisions that assist in closing the achievement gap. An **achievement gap** is defined as the difference between performance goals and actual performance on each of the tested areas on state assessments for each of the various subgroups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and nonminority students, and students who are eligible for free and reduced lunch and those who are not eligible for free and reduced lunch.

United We Learn addressed ways to focus educational practices in a more intentional way that will lead to more opportunities and equity for all students:

❖ Providing vibrant student experiences,
❖ Encouraging innovation, and
❖ Collaborating with our communities

Facilitate a conversation with participants regarding the post-pandemic educational habits and practices that they are happy to see continuing even though we are on the other side of the pandemic. <mark>This would be a good time to take a 10 minute break.</mark>

After returning from break, review the below section with trainees and provide the answers that fill each of the blanks below.

Instructional Policy Evaluation: Review your council's policy on Planning and Resolution of Issues Regarding Instructional Practices. While reviewing the policy, consider the practices of United We Learn, providing vibrant learning experiences, encouraging innovation, and collaborating with communities, and answer the following questions:

1. Does the policy provide guidance to the school staff on how to close the achievement gap? If so, where? How do you know? Is the guidance direct or indirect?
   Answers will vary. In the event the council members **cannot** locate the Instructional Policy that corresponds to the council where he/she serves and/or you do not have access to it as the trainer, have them complete #1 above only using KDE's sample located in your SBDM Handbook.

2. Review the sample policy (provided by the trainer). How does this policy compare/contrast to your council's policy?
   Answers will vary.

Questions to Consider During School Council Meetings:

- As a school council member, do I understand the school's current assessment scores to set appropriate targets for closing achievement gaps?
- Can I explain to parents, teachers, and/or other staff members how the school council's work is focused on helping all students learn at high levels?
- Does our school council spend most of its meeting time working on our role with supporting student achievement?

Directions: Column I lists several problems a school faces when helping students achieve at high levels and/or in closing its achievement gap. In Column II, list possible solutions to each problem; however, solutions should reflect how the council itself could assist.

PROBLEM	SOLUTION
The media specialist wants to reorganize the library with a new catalog system. He cannot afford to purchase the new system without sacrificing other needs.	When tentative allocations are received in March, invite the media specialist to present the school's needs to the council. Councils are to consult with the librarian on the maintenance of the facility and this would be a prime time to hear what the library needs and how it correlates directly to the academic needs in the building.
The council is unaware of the current status of the school's achievement on assessment. The principal assures each member that department chairs have a handle on assessments and that teachers are using data from these assessments to drive their instruction.	Student achievement should be on the forefront of a council's work; therefore, department chairs could present information on how each subject area is working to close the achievement gap and maintaining student success. The council should also set two-year targets for eliminating achievement gaps, reach agreement on those targets with the superintendent, and receive subsequent approval from the local board of education. The council should also actively work to amend its Comprehensive School Improvement Plan (CSIP) to include those targets alongside other parents, faculty, and staff.
Several reading teachers have asked to participate in a professional development training, which would equip them with new evidence-based strategies to promote reading in several content areas; however, there is not enough room in the department's budget to make this doable.	The council can make a Section 7 request to the local board of education (BOE) for additional funds. The PD fund expenditures should be aligned to reflect council priorities for school improvement/student achievement. A Section 7 request form can be found here.
Although parent and family engagement has been proven to increase student achievement, parent involvement is lackluster at best. Parents are invited to attend academically charged events at school; however, the primary concern is filling seats at athletic events.	Council members can review/revise its *Parent and Family Engagement Policy* to ensure shareholders are participatory in the academic culture, as well.

Activity: Successful Practices of School Councils

Directions: Determine whether the statements are reflective of successful or unsuccessful council practices. Check your prediction in Column III and justify your prediction in the last column. *Have members do these together at their tables or independently. Share responses aloud.*

Council	Scenario	I predict this council will likely be… (Select one.)	I predict this council to be successful/unsuccessful, because…
1	Commonwealth High School's SBDM meets monthly. Agendas and minutes are posted on the school's website within three or four months of the meeting. Each meeting lasts about thirty minutes and special called meetings are a rarity. Major decisions are already handled by the chair prior to the meeting.	☐successful ☒unsuccessful	Minutes must be approved and made available to the public by the end of the next meeting and consensus was not reached.
2	Kentucky Elementary School's SBDM members regularly call KDE consultants with inquiries regarding policy development, election questions, and to seek information about upcoming trainings. The SBDM council has a reputation for involving stakeholders, checking for compliance with statutory requirements prior to making major moves, and keep student achievement at the center of its work.	☒successful ☐unsuccessful	Council works towards compliance and is intentional about growing the council versus creating dissension or one-upping the other members or chair.
3	Bluegrass Middle School's SBDM council repeatedly has conflicting views on decisions to be made. Instead of striving to reach consensus, the chair makes a determination that he feels best suits the needs of the students.	☐successful ☒unsuccessful	Council lacks consensus, there is no attempt to resolve their views, and council members seem disconnected from the process.
4	Bobcat High School's SBDM asks that each department chair present data pertaining to proficiency, as well as plans for closing the achievement gap in their respective subject areas. The department chairs are assigned a specific month in which they are to present and prior to presenting, use professional learning community (PLC) time with their departments to disaggregate data and determine a plan for closing the gaps. The information gathered during these presentations allows the council to better plan what should be included in the CSIP and to set targets for eliminating achievement gaps.	☒successful ☐unsuccessful	Council is student focused/centered, reviewed data, and involved other shareholders outside of the council members themselves.

Transparency & Inclusivity

As a governing body of the school, a council's work must be transparent and inclusive. A responsibility of each council or committee member is ensuring that all shareholders have a say in what councils do and the decisions they make. One way to do that is to make sure that council meetings are open, transparent, and inclusive of all community members. Having effective meetings is crucial to a council's work. What happens at a council meeting has a direct effect on the functioning of the school.

Directions: Let's begin with a pre-test to determine what you already know and remember about Kentucky's Open Meetings statutes. For each item, write True **or** False in the column to the right of the statement.

Question	Response
Open meetings' rules apply when the school council makes decisions, but not if they only discuss the issues.	False. This applies to all meetings where quorum is present, public business is discussed, actions taken, or decisions made.
Public agencies must respond to a request to inspect records in writing and within three days after receiving the request.	True
Members of the public may attend any council meeting and are not required to identify themselves in order to attend.	True. Public may observe with eyes and ears what transpires.
Meetings can be conducted by video teleconference.	True
If a quorum of council members attends the same sporting event, the Open Meetings Act is triggered, and minutes must be taken.	False. They cannot discuss public business while at the function though.
Councils cannot conduct their meetings by telephone.	True. An absent member may listen in by telephone but cannot be counted towards quorum or vote.

School councils are required to conduct regularly scheduled meetings. Minutes of these meetings must be kept following the open meetings/open records statutes. All meetings where a quorum of the membership is present, where public business is being discussed, or at which time actions or decisions are made must be open to the public.

All school councils must adhere to all open meeting requirements, which state that…

- each agency sets its own regular meeting schedule,
- the schedule must list the dates, times, and places of the regular meetings, and
- the schedule must be available to the public.

Developing Agendas and Keeping the Minutes

Council meeting <mark>agendas set out the tasks for each meeting.</mark> Agendas are a tangible document giving order to a meeting, as well as allowing all members and other participants to understand the purpose and goal of the meeting. Each council and committee determine the frequency and agenda for its meetings as required by KRS 160.345(2)(e). A preliminary agenda can be sent out before the meeting, so long as the school council approves it when the meeting begins. During regular meetings, the council can also revise the agenda. Agendas for <mark>special-called meetings</mark> **cannot** be amended once the official notice has been delivered.

When preparing an agenda for a meeting, whether it be a regularly scheduled meeting or a special called meeting, keep the following questions in mind:

Purpose
- o Why are we having this meeting?
- o What do we need to achieve?
- o What topics from the last meeting need to be addressed again?
- o What new topics need to be addressed?

Notifications
- o When will the meeting take place?
- o Where will the meeting take place?
- o What time will the meeting begin and/or end?
- o Have media outlets been notified?

Agenda
- o What items need to be addressed at every meeting (review and approve previous meeting minutes, committee reports, budget items, new business)?
- o What new items should be addressed at this meeting (improvement planning, data analysis, job classifications)?
- o When will the agenda and supporting documents need to be provided to the council members?

Keeping accurate minutes is another responsibility of the school council. Minutes are the official record of school council **decisions**. For practical purposes, if the school council minutes do not reflect a decision, then the decision did not occur.

Facilitate a discussion with the participants. Consider the following questions:
1. How would a meeting operate without an agenda?
2. Why do you think it is important that a special called meeting's agenda remain unchanged?

At minimum, the school council minutes **must include**:

1. Council name
2. Names of members present
3. Date of meeting
4. Any decisions made

Other **helpful items to include** in the minutes are as follows:

- Time the meeting began and ended
- Names of presenters
- Summary of major points made in reports and discussions
- Attachments of documents relevant to the group discussions
- A follow-up summary of who agreed to do what and by when

Minutes are **not** meant to be a:

- point-by-point account of discussions specifying who said what in a discussion,
- report on off-track discussion including optional items that could embarrass someone, and/or
- an opinion of the author of the minutes or any school council member.

Minutes Scavenger Hunt: Review the sample minutes on the next page. While reviewing the page, annotate the minutes using the following symbols/methods:

Minimum requirements of minutes (council name, names of present members, date of meeting, decisions made)	Highlight
Helpful items to include (time the meeting began/ended, summary of major points, attachments, etc.…)	Place an asterisk (*)
Unnecessary information (point by point account, off track discussion, etc.…)	Place a ~~strikethrough~~

Sample responses noted on the agenda; however, the participants may locate other items that fall into the three categories above.
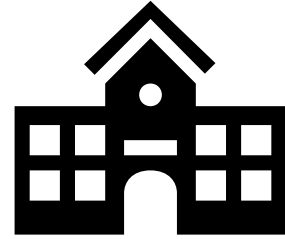
Wildcat High School

School-Based Decision Making Council (SBDM) Minutes
Thursday, November 9, 2023 – 4:30 p.m.* – H.B. Jones Library – Bluegrass County

I. Meeting Called to Order: 4:32 p.m.
   a. Council Members Present: Kassie Cox (Chair), Kristen Fuson (Teacher), Brandon Nimble (Teacher), Neil Skaggs (Teacher), and Morgan Laughlin (Parent). Quorum was obtained.
   b. Council Members Absent: Monica House (Parent)
   c. Guests Presenting: None
II. Approval of Agenda: Motion made by B.N., seconded by M.L.
III. Approval of Preceding Meeting Minutes: Motion by M.L. with second by N.S. Minutes approved.
IV. Committee Reports: None
V. Old Business:
   a. Second reading of the Extracurricular policy occurred. Consensus obtained for approval to implement as stands. Chair Cox will share the policy with all faculty and staff during next week's professional learning communities (PLCs).
   b. Second reading of the Anti-bullying policy will take place during December's meeting.
VI. New Business:
   a. Test Scores: Wildcat High School no longer has additional targeted support and improvement (ATSI) school status. WHS showed improvements in reading and math and closed achievement gaps amongst students with disabilities. Scores went down in science and writing. *
VII. Public Comment: None; ~~however, B.N. noted that he was relieved that no one attended the meeting, because he has several papers to grade at home.~~
VIII. Development of Next Month's Agenda
   a. Policy readings
   b. Approve minutes
   c. Second reading of Consultation policy
IX. Adjournment at 5:30 p.m.*: Motion made by M.H. Seconded by K.F.

Say: Prior to completing our final reflection questions, let's focus on potentially expanding your council membership to include representation beyond teachers, parents, and a principal.

Inclusivity provides equal access to opportunities and resources for people who might otherwise be excluded. Councils consist of parents, teachers, and a principal; however, councils are not limited to those constituent groups. Pursuant to 701 KAR 5:100, school councils can have an alternative school council model by adding additional voting members, such as students and classified staff, to their council's membership through an alternative SBDM application process. Those schools interested in adding voting student members are encouraged to consult their local board attorney prior to doing so.

In addition to adding voting students and classified staff to councils pursuant to KRS 160.345(7), a school may develop a model that includes non-voting council members **without** the prior approval of the Kentucky Board of Education (KBE). Students or classified staff may be added to the council in an advisory role to offer insight and opinions but may not have voting rights unless the council seeks (and is granted approval by the KBE) an alternative model SBDM.

Think It Through: Are you in favor of adding additional constituent representation (voting or non-voting) to your council? If so, who do you believe should be represented on the council? If not, why do you find it best to adhere to the traditional make-up? Answers will vary.

Final Reflections: Go to Slide 7.
1. What did I learn about my specific role on the SBDM council? Answers will vary.
2. What steps could I take today to be a more effective school council member that fulfills my responsibilities? Answers will vary.

Say: This concludes the required three (3) hour Roles & Responsibilities of Council Members training for experienced members. You may keep your training module booklet. Thank you for your participation and attention throughout this training. Your commitment to your school's council is invaluable. Please take a few minutes to complete an evaluation providing feedback on this training that the Kentucky Department of Education will use to make improvements to training modules and/or inform KDE internal processes. (Project PowerPoint Slide 8 for the link). Copy this link onto your personal device to complete the evaluation. The trainer can email the link (if feasible) or have this evaluation pulled up on several devices already for completion.