



KENTUCKY DEPARTMENT OF EDUCATION

INTRODUCTION TO

SCHOOL-BASED

DECISION MAKING

Facilitator's Guide

Objectives	Estimated Time
Welcome and introductions	20 minutes
Understand the purpose of school-based decision making	20 minutes
Understand the basics of the Kentucky statutes and regulations on school-based decision making	45 minutes
Understand the basic composition of the membership on an SBDM council	20 minutes
Understand the required policies that each school council must develop and adopt	40 minutes
Understand the required decisions that each school council must make	25 minutes
Understand the school council meeting process	20 minutes
Understand the requirements for personnel consultation and principal selection	45 minutes
Understand the improvement planning process	60 minutes
Understand school council budgeting and funds available for school councils	45 minutes
Closing, reflection and evaluations	20 minutes

Materials Needed:

- booklet for each participant
- resource booklet for each participant
- chart paper
- markers
- easel (optional)
- highlighters (optional)
- Post-It notes (optional)
- name tags
- computer for PowerPoint presentation
- Internet connectivity to show School Report Card (if unavailable, print off sample pages)

Welcome and Introductions:

As a reminder, the design of Introduction to SBDM is as a six-hour session for new members. The session can be completed in one day with half in the morning, a lunch break, and then concluding in the afternoon or can be completed over a two-day period (e.g., two nights in a row, two Saturday sessions). However, the SBDM statute allows for experienced members to complete half the session as part of their required training. KDE's position is that this is not best practice. Facilitators will need to note for their records who received three hours of EILA credit and those who received six hours of EILA credit.

Welcome each participant. If working with participants from multiple councils, ensure that schools are sitting together. Review the materials that are provided as well as highlighters and Post-It notes (if providing). Have each participant introduce themselves and the role that they have on the school council (i.e., administrator, teacher or parent). Thank each participant for their service, especially parents. Encourage each to participate fully and to ask questions. Create a "parking lot" for questions. Review the booklets provided to each participant: the *Introduction to SBDM* booklet and the *Resource* booklet.

Session Overview:

Read the introductory paragraph and questions. Rephrase if needed. Have each table/group discuss the questions. Put each questions on the top of a piece of chart paper. Have groups report out, charting key words or phrases. Place these pages in a prominent place, and refer back to them during the session as conversations allow. Make connections throughout the session to comments on the charts.

Student Achievement:

Ask participants what they know about the Kentucky Education Reform Act (KERA). Included in KERA were education goals. They have been revised; however, the ideas remain the same. Have one from each table/group read one of the goals. Rephrase or elaborate as needed for clarity. Goals are in Kentucky statute: KRS 158.6451.

Read the remaining paragraph that discusses the school council's main mission or goal. Ask participants what they believe is the main purpose for any school council. Keep focus toward improving student achievement.

So How Much Do You Already Know?

Tell the participants that all good lessons begin with a pre-test to see how much the students know before beginning in order to focus on needed information. The same goes for any professional learning for adults, including this introductory SBDM course. Have the council members individually answer the questions. Give about five minutes for the 10 questions. After the council members have completed their individual answers, allow for them to share their answers with their table.

Let's Look at the SBDM Statute

Have each participant open their Resource Booklet to the SBDM statute that begins on page 2. Have them mark the statute reference, KRS 160.345. Read the paragraph describing how the statutes are organized. If available, connect to the Internet and show the Legislative Research Commission's (LRC's) website www.lrc.ky.gov.

Practice reading a Kentucky statute. Write the following references from the SBDM statute on chart paper. Have participants work with each other to locate the portions of the following statutes.

KRS 160.345(1)(a) – definition of minority

KRS 160.345(2)(i)2 – staff time policy

KRS 160.345(6) – training requirement

Have participants mark the answers within the statute to the pre-test questions as each is reviewed. Go through each one of the above questions, having the participants find the portion in their law.

QUESTION	ANSWER	REFERENCE	NOTES
1	c	KRS 160.345(2)(c)1	Student achievement should be the primary focus for all SBDM decisions.
2	e	KRS 160.345(2)(j)	Review the need for each of these to be considered even if the sub-group is meeting goals.
3	true	KRS 160.345(2)(i)1	Review the components of the curriculum policy and why some SBDM councils use a district-approved curriculum alignment document.
4	b	KRS 160.345(2)(b)2	Review that the 8 percent minority component is determined by KDE based on the previous year's SAAR report.
5	false	KRS 160.345(2)(c)2	If school councils have committees, they are required to have a policy for committees.
6	false	KRS 160.345(2)(h)2	The superintendent not only serves as the chair of the SBDM council during principal selection process, but has equal voting rights.
7	c	KRS 160.345(1)(d)	Teachers, as well as administrators, cannot serve in that role regardless of whether or not their children are in their school; teachers and/or administrators may serve as parent

QUESTION	ANSWER	REFERENCE	NOTES
			representatives in another school if they have children attending that school.
8	true	KRS 160.345(2)(g)	This occurs usually during the annual budget process.
9	e	KRS 160.345(2)(i)10	Consultation policy should be specific in these areas.
10	false	KRS 160.345(11)	Only K-5 schools (or schools that have any of these grades) are required to have a wellness policy.

The School Council

Review the proportional school council member chart. Ask the participants for reasons that a school council may want to increase its size. Have tables/groups discuss possibilities. Share out.

Review the paragraph on alternative models. Use an example from your knowledge or background on an example where a school has opted to have an alternative model (e.g., adding a classified member, principal not the chair). Approximately 25 schools have an alternative model approved and on file at KDE. Ask participants to think of pros and cons for having an alternative model. Have participants Think/Pair/Share with at least two others a pro and a con for alternative models.

Discuss with the group the requirement for minority representation and the effect that will have on the structure of the council.

If a school has a student population of 8% or more minority and a minority member was elected in the general election, or if the principal or chair person is a minority, there is nothing further that needs to be done. However, if no minority was elected in the general election and the principal/chair is not a minority, a special election for a minority parent must be held. The teachers, also, will be allowed to select a minority teacher from the school to serve as minority representative. If no minority teachers are on staff, the teachers shall select another teacher to serve on the school council. In this situation, an alternative model is not required even though the school council membership will be outside the basic structure set by statute.

Required School Council Policies

Review the definition of policy and what makes a policy appropriate and sound. Review the table that lists the required policy areas. Refer them back to the statute in the resource book.

POLICY	DESCRIPTION
Curriculum	what's taught; needs assessment
Staff Time	general; instructional assistants
Assignment of Students	grouped; family input; not student by name

Schedule of Day/Week	master schedule; class periods
School Space	organization; classroom groupings
Instructional Practices	methods; how taught; research-based
Discipline & Classroom Management	procedures; high-quality
Extracurricular Activities	participation; evaluation; supervision
Adoption of an Emergency Plan	emergency procedures; first responders;
Alignment w/State standards, et. al.	align; policies; procedures
Consultation	selection of personnel; consult
Committee	if established; membership; number
Wellness	K-5; vigorous activity in school day
Writing	language resources; technology
Advanced Placement	secondary schools; recruitment

At each table/group, look at each of the policy areas and determine the key words in the description. Have the participants highlight or write any key words in their chart. Share out. Have the participants justify why they chose that word. Write examples on chart paper. Examples are given below.

Include research-based examples as you review each topic with your participants

- Discipline examples: CHAMPS, Project Bravo
- Curriculum: based on Kentucky Core Academic Standards, aligned with end-of-course
- Instructional practices: brain research, up-to-date research

Discuss the requirements for the Federal policies on Parent Involvement and Wellness and Nutrition.

Sample Policy Scenarios

Have each table select a reader and recorder. The reader will read the situation. As a group, determine first: Is the policy legal? And second, if it is legal, is the policy reasonable? Remind participants that they can use their Resource Booklets to assist them. Once all groups have finished, review each scenario, having one participant at each table report out his/her thoughts. Ask others for their input.

Committees

Review the portion of the SBDM statute concerning committees. Most schools and school councils have committees. What are some committees that might assist the school council in its work? Chart options and what their role might be.

Discuss the differences between *Standing* and *Ad hoc Committees*.

Ask participants what would be some responsibilities that they could delegate to committees (e.g., components/parts of the school improvement plan, determining the behavior procedures for the school). Chart these out with the options and post in training room. Include which committees would be best as a Standing Committee and which would fall under Ad hoc Committees.

Required Decisions

Review that the school council also makes decisions on various topics where a policy is not required. Even though a policy is not required, many school councils do have policies in these areas to guide them through the decision making process.

Facilitators can either repeat the process from the policy chart or work through the decision chart together.

Decision Area	Description
Primary Program	ungraded; multiage groups
Flexible Grouping	academics; multi-age; multi-ability
Review of Data	annual; determining targets
Meeting Frequency and Agenda	schedule
Meetings	Open Meeting Statute
Number of Person Per Job Classification	number of positions
Determining Textbooks, et. al.	support curriculum
Principal Selection	procedures; selection
School Council Member Training	completed training
School Budget	discretionary; activity
Reporting of Student Progress	data; progress
School Improvement Planning Process	procedures
Professional Development Plans	activities; identified needs

Have the participants complete the reflection

FACILITATOR NOTE: This is about halfway through the training session. At this point, participants can break for a meal (i.e., lunch or dinner) or break for the day if completing session over a two-day period.

Welcome Back and Review

If you are doing the six hours over a two-day period, review in more detail the topics from the beginning portion of the session. If the session continues after a meal break, then review in more general terms.

Establishing Regular Meeting Schedule

Have participants open their Resource Booklets to the chart concerning Open Meetings. Have participants highlight the statutes that relate to meetings. Make sure that participants understand that these statutes refer to all public entities, not just school councils. Review the definition of quorum. Have the participants reflect on this and answer the questions in the box; share out at the tables. Facilitator can share out if he/she chooses (or can do a pair-share).

Looking at Consultation and Principal Selection

Consultation

Ask participants what they remember about consultation during the discussions on the required school council policies. What is required to be included in a consultation policy? Have participants refer back to that portion of the SBDM statute [KRS 160.345(2)(i)10].

Have participants look at the sample SBDM Consultation policy below. What are the policy strengths? What are the policy loopholes? How could this policy be strengthened? Have the participants work at their tables. Share and chart out.

Principal Selection

Principal selection can be a contentious time for a school council. Begin this session reminding school council members that if and when the time comes for principal selection, a specific training session is required. However, as an overview, you will be looking at the specific requirements in the SBDM statute for principal selection.

Have participants work with their tables to answer the questions in their booklet. Refer them to the SBDM statute in their resource guide, specifically section 2h. Share out answers when all (or most) have completed. Have participants add the reference to their answers.

1. If the principal is retiring, can he/she serve as part of the principal selection committee?

No – KRS 160.345(2)(h)2

2. Who is the chair of the school council during the principal selection process?

Superintendent – KRS 160.345(2)(h)2

3. How many of the principal candidate applications can a school council receive?

All persons that are certified – KRS 160.345(2)(h)2
As a facilitator, you may want to define certified vs. qualified.

<p>4. How is a principal candidate selected?</p> <p>Majority vote – KRS 160.345(2)(h)2</p>
<p>5. Can a candidate for principal be one that has been removed from the position in the district?</p> <p>No – KRS 160.345(2)(h)2 <i>As a facilitator, you may want to define the phrase “for cause.”</i></p>
<p>6. What special training is required for principal selection?</p> <p>Training in recruitment and interviewing – KRS 160.345(2)(h)2</p>
<p>7. When can a superintendent appoint a principal for a school?</p> <p>If a school has been identified as one of the lowest performing, and an audit has determined a lack of effectiveness by the school council and the principal – KRS 160.345(2)(h)4</p>
<p>8. Does a principal candidate need to be fully certified when selected?</p> <p>No; however, he/she must be fully certified prior to assuming duties – KRS 160.345(2)(h)5</p>

School Improvement and School Councils

Review the paragraphs as an introduction to the session. Compare the bullets. Have participants add their ideas; however, keep the discussion focused on the school council's role in curriculum and instruction.

Review the components of the Kentucky Unbridled Learning Accountability Model and the Student Performance in Accountability. This is a lengthy text and can be broken into segments with discussions. Stress that the role for school councils is to review assessment data as part of the school improvement planning process. Include a discussion on the five achievement areas and the chart of which are assessed at each level. Have the participants complete the reflection.

School Councils and Data Analysis

Continue with a discussion of the school council's responsibility of data analysis. Read through the excerpt from the SBDM statute. Have participants locate this excerpt in the statute located in their Resource Book. Continue on with a discussion of the new state regulation, 703 KAR 3:225. Note to participants that this regulation contains information on the identification of schools and districts (e.g., Focus Schools, Proficient School). Have the participants locate the excerpt from 703 KAR 3:225 Section 9 in their Resource Book. Have the participants work at their table to answer the questions. Remind participants that CDIP and CSIP refer to the district or school improvement plan and that some of the questions are tricky.

1. How often must a school council develop, review, and revise a school improvement plan? Annually
2. What should be included in a needs assessment? A description of data reviewed, process for development, a review of previous plan and perception data (elaborate as needed)
3. Should a school council address every need? Why or why not? No, the needs should be prioritized and include a root cause analysis; however, they must address state goals
4. How should the plan measure effectiveness? Should include a standards-based process for measuring organizational effectiveness (purpose and direction, governance and leadership, teaching and assessing for learning, resources and support systems, and using results for continuous improvement)
5. Do all schools analyze perception data as part of the improvement planning process? Only Priority or Focus Schools are required to analyze perception data; however, it is high quality data that may be considered for all schools.
6. Do all schools need to post electronically their school improvement plan on the district's Web site? Yes

Inform participants that the Kentucky Department of Education has implemented the ASSIST tool for schools and districts to input their school and district improvement plans. ASSIST is an acronym for electronic improvement planning platform. ASSIST is short for **A**daptive **S**ystem of **S**chool **I**mprovement **S**upport **T**ools. When schools are referring to ASSIST they are referring to the computer-based program used by all schools and districts in Kentucky for their school and district improvement plans. Though the school council members will more than likely not be responsible for inputting data into ASSIST, it's important that they understand where the CSIP/CDIP is completed and what information is included.

Show participant's the link to the School Report Card Web link:

(<http://applications.education.ky.gov/SRC/>). If working with multiple schools, pick a school from the largest group of participants. If working with one school or schools all from one district, pick their school. If internet activity is unavailable, print off a sample and let participants review the contents. Specifically point out the delivery targets as these are included as part of the school's objectives. Have participants complete the reflection.

School Budgets

Budgets can be a very difficult topic for many school council members. They know that schools are funded; however, the source of the funding is a mystery. Begin with the analogy of a cupcake. This can be simply drawn on chart paper. The cake part is all the funds that come into a school from local sources, or general funds. The funds provided through state and federal grants are the frosting. Sometimes these funds are limited and sometime vast; therefore, the frosting can be a thin layer or a big swirl. If the school receives additional grants from outside sources (e.g., Toyota grant, Gates grant), these are the sprinkles.

Discuss the two main purposes for school funds: staffing and instructional materials. Instructional materials do include textbooks and student services. Review the chart of funding sources.

Staffing

Remind participants when they discuss staffing; especially during the spring when they look at job classifications (one of the school council's required decisions), they are looking at positions and not the face that occupies that position on that day. Review the staffing formula that is in Kentucky statute [KRS 158.360]. The basic formula can be charted out.

Primary	24:1
Grade 4	28:1
Grade 5-6	29:1
Grade 7-12	31:1 with a provision of 150 per-pupil hours

Discuss with participants that the allocation for grades 7-12 that includes the 150 per-pupil hours is consistently calculated at a ratio of 25:1 due to the calculations are very similar (i.e., the numbers are the same when rounded to whole number). Discuss primary with the participants. Primary consists of a total of all students in grades kindergarten up until they enter the 4th grade. If an elementary school determines that it would prefer to have a graded system (i.e., kindergarten, grade 1, grade 2 and grade 3), it may do so during this period. However, the allocation does not change. Give the participants this example (you may need to write the numbers on chart paper):

An elementary school has 140 primary students for which they were allocated six teachers. The school council has determined that it would like to have a graded primary program. Within each grade are the following numbers:

Kindergarten – 40

Grade 1 – 25

Grade 2 – 40

Grade 3 – 35

The school council has determined that it will have two kindergarten teachers with 20 students in each class and two Grade 2 teachers with 20 students in each class. There are only two teachers left. Those two teachers feel that their classes are over cap size, the one in Grade 1 and in Grade 3. However, based on the allocation, they are not.

Work with the participants in determining solutions (e.g., multi-age/multi-grade classes, using other funds to supplement such as Title I). Remind the participants that decisions like this are part of the responsibility of being a school council member.

Review the categorical programs that may be available to schools. Remind participants that not all schools receive these funds. Discuss the instructional services and the funds that may be available for the services. Review the budget role (within the chart). Reflect back on the school council's role in student achievement.

Have participants complete the reflection. Thank them for their participation and their service to school councils. Provide them with your contact information if they have further questions. Ensure that all participants complete their evaluations, and give each an EILA certificate.