KENTUCKY DEPARTMENT OF EDUCATION

INTRODUCTION TO SCHOOL-BASED DECISION MAKING

Six-hour training for new school-based decision making membership

Objectives:

- Understand the purpose of school-based decision making
- Understand the basics of the Kentucky statutes and regulations on school-based decision making
- Understand the basic composition of the membership on an SBDM council
- Understand the required policies that each school council must develop and adopt
- Understand the required decisions that each school council must make
- Understand the school council meeting process
- Understand the requirements for personnel consultation and principal selection
- Understand the improvement planning process
- Understand school council budgeting and funds available for school councils

Session Overview:

Schools are ever changing to meet the high demands in the 21st century. What are school councils doing to assist schools in meeting these high demands? As we begin this study in school-based decision making, ask yourself these questions:

1. How has the world changed since you were in school?
2. What do students need to learn in order to be successful?
3. How can I be an active part in student learning?

These SBDM training materials were developed by the Kentucky Department of Education for use in training new school council members in implementing school-based decision making.

Revised 01-2015

Student Achievement:

Kentucky's education goals expect a high level of achievement for all students. By statute [KRS 158.6451], all schools shall develop their students' ability to:

1. Use basic communication and math skills for purposes and situations they will encounter in their lives;
2. Apply core ideas from math, sciences, arts and humanities, social studies, and practical living studies to situations they will encounter throughout their lives;
3. Become self-sufficient individuals of good characters;
4. Become responsible members of a family, work group, or community including demonstrating effectiveness in community service;
5. Think and solve problems both in school and in situations they will encounter in life;
6. Connect and join experiences and new knowledge from all subject matter and build on past learning experiences to acquire new information; and
7. Express their creativity in visual arts, music, dance, and drama.

The school council's mission and role is to improve student achievement through the improvement of teaching and learning in the school. Each council must create an environment in their own school that will result in high levels of student achievement. The SBDM statute also holds each school council accountable for how well they meet this responsibility. All policies and decisions made by a school council must contribute either directly or indirectly to achievement of that overall mission.

How Much Do You Already Know?

Look at the following questions and try to answer each one individually first. When the facilitator calls time, work with your table to answer the questions based on what you know at this time.

1. Every area of school council authority is established for a reason. What is the school council's most important responsibility?
    a. The setting of policy
    b. The selection of the principal if a vacancy occurs
    c. Improving student achievement
    d. The selection of the textbooks

2. The SBDM statute requires that school councils annually review data on student performance. The test data your school is required to review should include data disaggregated by:
    a. Race
    b. Gender
    c. Participation in the federal free/reduced-price meals
    d. Those students with a disability
    e. All of the above

3. **True or False**: The school council is legally responsible for adopting a policy that determines the school's curriculum, including the needs assessment and program reviews.

4. When is a school council required to have minority representation?
    a. When it is first established
    b. When at least 8 percent of the student population is minority
    c. When the school has a minority principal
    d. At any time, if established by the school council's by-laws

5. **True or False**: All school councils must have school council committees.

6. **True or False**: The superintendent serves as part of the school council during the principal selection process; however, he/she is not allowed to vote for any candidate.

7. Which one of the following persons cannot serve as a parent representative on the school council?
    a. The birth parent(s)
    b. Foster parent(s)
    c. A teacher who also has a child enrolled as a student at the school
    d. Step-parent(s)

8. **True or False**: The school council should meet with the media librarian on the maintenance of the school media center.

9. Consultation can include:
    a. Meetings
    b. Timeline
    c. Review of applications and references
    d. Interviews
    e. All of the above

10. **True or False**: All schools must adopt a wellness policy.

Let's Look at the SBDM Statute

Kentucky's laws are known as the Kentucky Revised Statutes (KRS). These statutes are organized by "title" and "chapter" similar to a book; however, when we look at the text in print, it resembles an "outline" with letters and numbers. All of Kentucky's statutes

can be found on the Legislative Research Commission's (LRC) website: www.lrc.ky.gov.

As we review the previous questions, mark the answers in the SBDM statute located in your Resource Guide.

The School Council

Every school council consist of one principal, three teachers and two parents. [KRS 160.345(2)(a)] The school council may increase membership; however, the increase must be proportionate.

Administrator	Teacher	Parents	Total membership
1	3	2	6
2	6	4	12
3	9	6	18

School councils can apply for an alternative membership model. Any school council that would like to be exempt from the standard structure may develop its own model for implementing SBDM that includes, but is not limited to, a description of membership, organization, the duties and the responsibilities. In order to have an alternative structure, the school will need to submit the model through the district board of education to the Commissioner of Education and the Kentucky Board of Education (KBE), which has the final authority.

Alternative School Council Model Positives	Alternative School Council Model Drawbacks

SBDM statute also requires that a school council having eight percent (8%) or more minority student population shall have at least one minority member. This could change the structure of the council but no alternative application is required.

Required School Council Policies

A policy is more than just a document. Policies are the guiding structure of how any given entity is organized and functions. In the case of SBDM, school council policy dictates the way the school operates. These policies guide the school. It is important to note that the school council develops and adopts policy; however, the principal, with the teachers and other staff, implement the policy. School councils are not involved in the day-to-day operations in the school.

What are the required areas where each school council must develop and adopt policy? The chart below gives a summary.

REQUIRED SBDM POLICY AREAS			
POLICY	**TOPIC**	**LOCATION**	**KEY WORDS**
Curriculum	Determine the curriculum (what is taught) in the school. Includes the need assessment as well as the curriculum development and how the school will address program reviews. The policy should include how and when curriculum will be revised and who will be involved.	KRS 160.345(2)(i)1	
Staff Time	Assignment of staff time including the instructional assistants. This policy can only speak of time in general terms, not a specific teacher by name having a specific schedule.	KRS 160.345(2)(i)2	
Assignment of Students to Classes and Programs	Assignment of students includes how students will be grouped and assigned to classrooms. The policy should include provisions/procedures for family input. This policy cannot refer to students by name; the principal and other school staff can only assign particular students to particular teachers.	KRS 160.345(2)(i)3	
Schedule of Day/Week	Determination of the school day and week (master schedule) sets the length of class periods, enrichment activities and non-instructional time. The school council policy in this area sets parameters to the time that students are in session.	KRS 160.345(2)(i)4	

REQUIRED SBDM POLICY AREAS			
POLICY	**TOPIC**	**LOCATION**	**KEY WORDS**
School Space	Determine the organization of classrooms and classroom groupings (e.g., family groups, by subject, by grade span).	KRS 160.345(2)(i)5	
Instructional Practices	Determine the instructional methods (how the curriculum is taught), based on high-quality research-based and proven techniques, for the classroom teachers.	KRS 160.345(2)(i)6	
Discipline and Classroom Management	Determine the discipline/management procedures, based on high-quality research-based and proven techniques, for the classroom teachers.	KRS 160.345(2)(i)7	
Extracurricular Programs	Determine the extracurricular programs and activities for students. Includes the criteria for participation, evaluation and supervision requirements.	KRS 160.345(2)(i)8	
Adoption of an Emergency Plan	Each council is required to adopt an emergency plan to include procedures to be followed in case of fire, severe weather, earthquake, or building lockdown, as defined in KRS 158.164. Following adoption, the emergency plan, along with a diagram of the facility, shall be provided to appropriate first responders.	KRS 160.345(2)(i)9	
Alignment with State Standards, Technology Utilization and Program Appraisal	Assurance that the school council will align policies and procedures with the approved state standards, that technology will be integrated into the curriculum and that programs/activities will be evaluated for effectiveness.	KRS 160.345(2)(i)10	
Consultation	Procedures for the principal to consult with the school council during the selection of instructional personnel for the school.	KRS 160.345(2)(i)11	

REQUIRED SBDM POLICY AREAS			
POLICY	**TOPIC**	**LOCATION**	**KEY WORDS**
Committee (if committees are established)	Procedures for determining the process for committees including the number of committees, the committee's role, the committee membership and the involvement of interested parties.	KRS 160.345(2)(c)2	
Wellness	For schools with grades kindergarten to 5, a wellness policy must be adopted that includes how moderate to vigorous activity is to be included into the school day.	KRS 160.345(11)	
Writing	Determine the writing program that incorporates language resources, technology and opportunities for students to write for multiple purposes.	KRS 158.6453(7)(c)	
Advanced Placement Courses	For secondary schools, a policy determining recruitment and assignment of students to advanced courses including Advanced Placement, International Baccalaureate, dual enrollment and dual credit.	KRS 160.348(2)	

Two other policies that school councils must adopt are Parent Involvement, if the school receives Title I, Part A, funds, and Wellness and Nutrition, if the school participates in the Federal Lunch Program. Both of these policy areas must follow the Federal regulations.

Policy Scenarios

Below are various scenarios where a school council has developed a policy. Working with your table, determine:

1) First, if the policy is legal based on the information from the chart and the SBDM statute; and
2) Second, if the policy is legal, is the policy reasonable (a good idea) as written. If not reasonable, what makes this policy unreasonable? How could this policy be changed to make it more reasonable?

Record your thoughts in the chart on the next page.

Scenario	Your Thoughts
Larkin Elementary School Grades – preschool to 5 **Policy statement (within assignment of students policy)** – By the July SBDM Council meeting, the principal shall present the council with the student classroom assignments for approval. The council, at its discretion, may make changes and return to the principal, in a timely manner for revisions. The council will have final approval on all student placements.	
J. Bench Middle School Grades – grades 7 and 8 **Policy statement (within instructional practices policy)** – By the end of the last day before the weekend, each core-area teacher will prepare a lesson plan for each day of the upcoming week. These plans will be kept in the teacher's mapping binders and will be turned into the principal before leaving for the weekend. The principal will then read the plans and provide suggestions for improvement. These suggestions will be emailed to teachers over the weekend to allow for changes to be made before classes resume. Included in the lesson plans should be the Kentucky Core Academic Standards and the assessment area that will be covered as well as all the projects and reports that will contribute to the student's grade during the grading period.	
Pete Rose High School Grades – grades 9 to 12 **Policy statement (within curriculum policy)** – All English III (i.e., junior-level) classes will read the following novels as part of the core curriculum: • *A Tale of Two Cities* • *To Kill a Mockingbird* • *A Clockwork Orange* • *For Whom the Bell Tolls* • *The Origin of Species*	

Scenario	Your Thoughts
Great American Intermediate School Grades – grades 4 to 8 **Policy statement (within discipline policy)** – Any student or family who disagrees with a consequence that is administered by a teacher or the principal may appeal the decision to the school council at the next regularly scheduled meeting.	
Riverfront Middle School Grades – grades 6 to 8 **Policy statement (within assignment of students to classes and programs policy)** – Any student with a learning disability will be assigned to a reading course for two class periods per day.	

Committees

Committees are not a necessity for each school and school council. However, committees are best practice and will encourage shared decision making among all school stakeholders (e.g., teaching staff, classified staff, families, community members). If committees are established, then the school council must have a committee policy that facilitates the participation of any interested person, notes the number of committees and provides the level of authority for each of the committees, outlines the committees' composition, and describes the process for membership selection. It is best practice that the school council provides written guidance for the committees and requires updates from the committees at regular school council meetings.

There are two types of committees common with school councils:

Standing Committees: These committees continue their work throughout the year and should be specifically included in the committee policy.

Ad hoc Committees: These committees are formed for a specific purpose and then are disbanded when the charge has been completed. A committee policy should include specific guidance for ad hoc committees.

Required Decisions

School councils are required in statute to make decisions within various areas. These decisions do not require policies; however, a school council may adopt a policy in these areas to address the procedures to guide the decision making process.

What are the required decision making areas? The chart below gives a summary.

REQUIRED SBDM DECISION AREAS		
Decision	**TOPIC**	**LOCATION**
Primary Program	Determine the organization of its ungraded primary program including the extent to which multiage groups are necessary to implement the critical attributes.	KRS 158.031(4)
Flexible Grouping	Configuration of flexible grouping for academics, including but not limited to, multi-age and multi-ability grouping for students, cooperative learning, discovery learning, and themes and projects.	KRS 158.031
Annual Review of Data	Annual review that includes families, faculty and staff from the school in determining the targets to close achievement gaps as part of the improvement planning process.	KRS 160.345(2)(j)
Meeting Frequency and Agenda	Determine the schedule for regular school council meetings as well as the process for agenda development and distribution.	KRS 160.345(2)(d)
Meetings	Set procedures to ensure that all school council meetings adhere to Kentucky's Open Meetings Statutes.	KRS 160.345(2)(e) KRS 61.810
Number of Person Per Job Classification	Determination of the number of positions for each job classification, looking at the positions and not the personnel that occupy a position at any given time	KRS 160.345(2)(f)
Determining Textbooks, Instructional Materials, and Student Support Services	Determining the instructional materials, including textbooks, and the services that will be used to support the curriculum.	KRS 160.345(2)(g)
Principal Selection	Procedures that the school council will follow during principal selection, including those procedures outlined in statute,	KRS 160.345(2)(h)
Mandated School Council Member Training	Determining procedures to ensure that all school council members have completed the mandated training requirement.	KRS 160.345(6)
School Budget	Procedures to address the use of discretionary, activity and other school funds.	KRS 160.345(3)(a)
Reporting of Student Progress	Determining the format for the reporting of data and student progress.	KRS 160.345(3)(b)
School Improvement Planning Process	Determine procedures, within board policy, for improvement planning.	KRS 160.345(3)(c)

REQUIRED SBDM DECISION AREAS		
Decision	**TOPIC**	**LOCATION**
Professional Development Plans	Determine professional development activities to address identified needs within the school improvement plan.	KRS 160.345(3)(d) KRS 160.345(8) KRS 158.060(4)

REFLECTION

Based on the knowledge learned so far in this session, what is one decision area where you believe a policy is needed? Why?

Establishing Regular Meeting Schedule

Kentucky's Open Meeting Statute protects the rights of the general public to know the actions and decisions of its public agencies. School councils and their committees are public agencies and therefore, are required to comply with all aspects of the Open Meeting Statute. 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 are open meetings to the public. A summary of the requirements is included in your Resource Booklet.

A *quorum* is defined as the required minimum number of members needed to attend in order to conduct business. This number is noted in your school council bylaws. Most school councils define a quorum as 50 percent plus 1. Example: if your school council is a standard-sized school council (i.e., six members), then four members would constitute a quorum.

Each school council and its committees are required to establish regularly scheduled meetings. Each meeting must be advertised and have an agenda.

Why is a regularly scheduled meeting important? Why would a school council or the school council committees need an agenda?

Looking at Consultation and Principal Selection

Consultation

Consultation is defined as the act of conferring or deliberating with two or more persons on some matter. With the case of school councils, consultation occurs when the school has a personnel vacancy.

Consultation is a required policy area for the school council [KRS 160.345(2)(i)10]. The policy should contain, but not be limited to, meetings, timelines, interviews, review of written applications and a review of references. Also in the policy should be a limited provision in which consultation can occur if a quorum of the school council is unavailable.

When a personnel vacancy occurs at the school level, the superintendent submits a list of qualified candidates to the principal and the school council. The principal then implements the consultation policy. After consultation, the principal selects the person to fill the vacancy and submits the name to the superintendent, who completes the hiring process.

Look at the sample consultation policy below. What are the policy strengths? What are the policy loopholes? How could this policy be strengthened?

Consultation [KRS 160.345(2)(1)11]

Purpose:

The Consultation Policy of _____ School ensures that the selection of instructional staff is highly effective, is highly qualified (based on state and Federal definition) and meets the needs of the student population.

Procedures:

Vacancy shall be defined as:

1. A position that did not previously exist but which can now be funded;

2. A position previously held by an employee who has retired or resigned; or
3. A position held by an employee who has indicated in writing that they will retire or resign at the conclusion of the current school year.

Highly Qualified Teacher shall be defined as a teacher who::

1. Hold at least a bachelor's degree;
2. Hold full Kentucky certification or statement of eligibility; and
3. Demonstrates competency in each of the core academic subjects taught.

Highly Qualified Paraeducator (Paraprofessional) shall be defined as an instructional assistant who has:

- Has complete two years of study at an institution of higher education;
- Holds an associate's (or higher) degree; or
- Has passed the Kentucky Paraeducator Assessment exam.

Notification of Vacancy:
The principal shall consult with the school council on all certified and classified instructional vacancies that occur at the school. When an instructional staff vacancy has been posted the principal shall include *consultation with the school council for the (position title) vacancy* on the agenda of the next regular or special meeting of the council.

Timeline:
The principal and school council shall meet the following timeline for filling vacancies:

- Once a vacancy is determined, the principal, along with one parent member and one teacher member chosen by the school council, shall serve as an ad hoc interview committee. The ad hoc interview committee shall meet within one week of selection to develop a set of criteria for a strong candidates and a list of interview questions to be asked of each applicant.
- The committee shall reconvene and review applications and supporting materials for each qualified applicant. Once the vacancy has completed the 30-day required posting, the committee shall reconvene and make a final selection of, first, candidates that exhibit the characteristics in the developed criteria and then, second, are highly qualified. Any applicant that does not meet the criteria or is not highly qualified shall not be considered for an interview. The ad hoc committee shall develop an interview schedule so that all committee members are present for all interviews. The principal shall contact the candidates and schedule the interviews.
- All candidates interviewed will be asked the developed questions in the same order. The principal shall follow up within 3 business days with reference checks, as needed.
- The ad hoc committee shall reconvene within one week of the final interview to review the candidates, discuss issues from reference checks and prioritize candidates.

- The school council shall consider the ad hoc committee and principal recommendations and provide its thoughts on the candidates to the principal on who to select to fill the vacancy. This consultation will occur in closed session.
- The principal shall make a selection of a qualified applicant to fill the vacancy and shall report this selection to the superintendent who will complete the hiring process.
- At the next regular or special called meeting, the principal will inform the school council as to the candidate they selected.

If a quorum of the members of the school council is not available for the purpose of conducting consultation in the filling of a vacancy during a special called meeting for the purpose of consultation, the principal shall conduct consultation with the council members who can attend. The timeline may also be amended with school council approval in order to fill a vacancy during times where continuation of instructional services may be affected and a waiver of the 30-day posting may be requested from the Kentucky Department of Education.

Evaluation:

Annually, the school council shall review the policy and timeline and make revisions as necessary to ensure high qualified and highly effective teachers are recruited and retained at the school. Any revisions to the policy shall be made and approved prior to March 31.

Reflection

What are the policy strengths?
What are the policy loopholes?
How could this policy be strengthened?

Principal Selection

Principal selection is one of the most important decisions that a school council will make. During the principal selection process, effective school councils should value all opinions and work to strengthen the entire team to create positive results for students. As the leader of the district, the superintendent is an important stakeholder during the principal selection process. His or her thoughts deserve school council members' respect and consideration. Your superintendent is also a colleague that the school council members will need to work with on many issues. When it comes to principal selection, the way this issue is handled will strengthen or weaken that partnership in the future.

Principal selection is included in the school council statute, KRS 160.345. Looking specifically at the subsection of the statute that directly refers to principal selection, KRS 160.345(2)(h), working with your table, answer the following questions:

1. If the principal is retiring, can he/she serve as part of the principal selection committee?	
2. Who is the chair of the school council during the principal selection process?	
3. How many of the principal candidate applications can a school council receive?	
4. How is a principal candidate selected?	
5. Can a candidate for principal be one that has been removed from the position in the district?	
6. What special training is required for principal selection?	
7. When can a superintendent appoint a principal for a school?	
8. Does a principal candidate need to be fully certified when selected?	

School Improvement and School Councils

The primary goal of any school council is to ensure that all of the students in the school receive a high-quality education. A part of each school council's responsibility is to determine the curriculum for the school and the instructional techniques that the school will use to deliver the curriculum.

Factors within a school's or school district's control that have the most significant impact on student learning include:

- High-quality instructional practices
- A well-designed curriculum, assessments and instructional materials that are aligned with state and national standards
- Strong school leadership – through a sustained effort around a shared vision of high-quality teaching, learning and content; setting comprehensive goals with monitoring and feedback systems in place to achieve the vision; constructing all features of the school or school district to assist rather than limit successes

School council members have an active role in each of these factors:

- School council members, through policy development, can set the high-quality research-based instructional practices at the school.
- School council members, through policy development, can establish the curriculum at the school. School council members must annually review state assessment data for improvement planning; however, as a best practice, many school councils review periodic benchmarking data to assess whether or not the school is making progress to reach set goals. School council members, as part of the budgeting decision making process, determine the instructional materials needed to support the curriculum of the school.
- When a principal vacancy occurs at a school, school council members select the next school principal. When the school council meets for principal selection, working with the district superintendent (or designee), it develops criteria for the principal candidates. These criteria may contain visionary qualities that sustain or redefine school success for student achievement.

Unbridled Learning Accountability Model

Kentucky schools and districts are held to high standards for educating children. Accountability is the way we measure their effectiveness – how well they are doing. It also serves as the basis for identifying those schools or districts that may need support to reach their goals.

During the 2009 Kentucky General Assembly session, Senate Bill 1 was passed. That law required Kentucky to begin a new assessment and accountability system during the 2011-12 school year. The assessment and accountability model is to be a balanced approach that incorporates all aspects of a school's and district's work. It is to be organized around the Kentucky Board of Education's (KBE's) four strategic points:

1. Next-Generation Learners
2. Next-Generation Professionals
3. Next-Generation Instructional Programs and Supports
4. Next-Generation Schools and Districts

Student Performance in Accountability

Next-Generation Learners is the main component of Unbridled Learning and is based on many measures of student performance on various tests. Points will be awarded based on how well a school performs on each measure.

- Achievement – Just as in the past, elementary and middle school students' scores will be labeled as novice, apprentice, proficient or distinguished. Kentucky's goal is 100 percent proficiency for all students. At high school, achievement is based on end-of-course exams and an on-demand writing test.
- Gap – Schools will compare test results for African-American, Hispanic, Native American, special education, low income and limited English proficiency students, combined into one gap group, to results for other students who aren't in those categories.
- Growth – A statistical program will measure how much students' scores are improving from one year to the next.
- College/Career Readiness – Schools and districts will provide information about how many students are ready for college and/or careers, based on test scores and certifications earned.
- Graduation Rate – Schools and districts will report how many students graduate within four years of high school.

More information of the Unbridled Learning Accountability Model is in your SBDM Resource Booklet.

REFLECTION

What does the accountability model affect my school council?

School Councils and Data Analysis

By statute, all school councils must review state data [KRS 160.345(2)(j)].

SECTION (2) (j)

> Each school council shall annually review data as shown on state and local student assessments and program assessments required under KRS 158.6453. The data shall include, but no be limited to, information on performance levels of all students tested, and information on the performance of students disaggregated by race, gender, disability, and participation in the federal; free and reduced price lunch program. After completing the review of the data, each school council with the involvement of parents, faculty and staff shall develop and adopt a plan to ensure that each student makes progress toward meeting the goals set forth in KRS 158.645 and 158.645(1)(b) by April 1 of each year and submit the plan to the superintendent and local board of education for review as described in KRS 160.340. The Kentucky Department of Education shall provide each school council the data needed to complete the review required by this paragraph no later than November 1 of each year. If a school does not have a council, the review shall be completed by the principal with the involvement of parents, faculty, and staff.

This section of the statute requires school councils to complete a detailed review of their schools' student performance data each year. The data must include, but not be limited to, information on the performance of students disaggregated by race, gender, disability, and participation in the federal free and reduced-price meal program. School councils must adopt a plan each year, with the involvement of parents, faculty and staff, that will establish specific goals for ensuring each student's progress.

Included in improvement planning are several processes. These processes are outlined in 703 KAR 5:225 (Kentucky State Regulation). They include:

1. Executive summary that shall include a vision and a mission;
2. A comprehensive needs assessment
3. A process for development that includes analysis of data to determine causes and contributing factors; prioritization of needs, the development of goals, objectives, strategies and activities, a set of assurances and a process for annual review.

In your Resource Book beginning on page 10 is the text from 703 KAR 3:225 Section 9. Working with your table, use the text to answer the questions from the next page. Caution….some may be tricky.

1. How often must a school council develop, review, and revise a school improvement plan?
2. What should be included in a needs assessment?
3. Should a school council address every need? Why or why not?
4. How should the plan measure effectiveness?
5. Do all schools analyze perception data as part of the improvement planning process?
6. Do all schools need to post electronically their school improvement plan on the district's Web site?

Only through data analysis can a school council determine which need is a priority for a school. Data can come from multiple sources and address multiple questions. For student performance, the core cognitive data sources are the Kentucky Performance Rating For Educational Preparation (K-PREP) tests, ACT's Educational Planning and Assessment System (EPAS), end-of-course exams and benchmark assessments/universal screeners (e.g., MAP, ThinkLink). Data from these give a snapshot of the performance level of each classroom on a particular day, but also can provide longitudinal data to track progress of grade spans and identified sub-groups over a predetermined time span. Non-cognitive data also should be reviewed. These data include attendance information, retention and course failure rate, graduation/ dropout rate and behavioral referrals. These data can show trends that may directly affect the student performance data.

State assessment data for all schools is located on the KDE Web site as part of the School Report Card. The School Report Card not only includes assessment data but also data from the school's learning environment and the school's gap delivery targets. The School Report Cards can be located at a link off the Kentucky Department of Education's Home page or at http://applications.education.ky.gov/SRC/ .

REFLECTION

What data do I think would be most beneficial for my school council? Why? Where would I go to get this data?

School Budgets

School budgets consist of funds for two main purposes: staffing and instructional supplies. The chart beginning below summarizes the school council budget areas.

THE SCHOOL COUNCIL'S MAIN BUDGET AREAS			
Money sources:	**Explanation:**	**Amount:**	**Date of school council access:**
Staff Allocations	Each school's funding for staff is determined in two steps. A school board formula is used to make a list of positions, and then the district salary schedule is used to attach a dollar figure to each position.	Based on school board policy that follows the school council allocation regulation.	Tentative **March 1** each year, with a final allocation by **May 1.**
Instructional Funds	Each school's average daily attendance (ADA) for the previous year is multiplied by a fixed amount per pupil. By law, the funding to councils is at least 3.5 percent of the basic per-pupil guaranteed state funding.	At least 3.5 percent of the basic guaranteed per-pupil amount. May be adjusted during the General Assembly's budget process.	Tentative **March 1** each year, with a final allocation by **May 1.**
Remaining Funds Allocation	The school board makes decisions about allocating the remaining funds left over after: • District-wide expenses • Certified and classified staff allocations to schools • Minimum allocation to councils	No set amount. School councils may make a request based on need.	**May 30** each year, if funds are available

THE SCHOOL COUNCIL'S MAIN BUDGET AREAS			
Money sources:	**Explanation:**	**Amount:**	**Date of school council access:**
Professional Development	These funds support a wide range of activities to develop knowledge and skills to move all students to proficiency.	65 percent of the funding provided to the school district times average daily attendance (ADA) from the prior school year.	Within 30 days of notification from KDE.
Textbook	These funds can be used for instructional materials.	Once state budget is settled each year, based on ADA for each P-8 school.	When state budget is set.
Activity funds	School general activity funds — those funds NOT raised by a school organization for a specific purpose.	Varies from school to school.	July 1 – June 30.

Staffing

Schools are staffed in two stages: those staff members that are funded through local funds based on a staffing allocation formula and those staff members that are funded through state and federal grants (e.g., IDEA, Title I, Title II).

The state staffing allocation statute (KRS 158.360) determines the minimum class size for allocation purposes. Once a school council receives the number of staff paid by local funds, then the school council can determine job classifications for those positions. School councils can waive maximum class size during this process. Each school is also required to have an instructional leader (i.e., principal) and a library media specialist; however, these positions are not required to be full time.

Staffing also can be provided through categorical programs (e.g., Title I, Title II). Within these programs are specific requirements based on the school's accountability status. The chart on the next page gives a summary of these funds.

Other Money	Explanation
State Preschool	Four-year-olds from low-income families and 3- and 4-year-olds with disabilities are eligible for free preschool services.
Gifted and Talented	Direct services to students who are identified as gifted and talented. Seventy-five percent of this funding must be used for certified staff.
Title I, Part A	Title I, Part A supports effective, research-based instructional strategies to help students meet state standards.
Title II, Part A	Supports strategies for improving teacher and principal quality.

Other Money	Explanation
Limited English and Immigrant Students	Language instruction and other steps to help students with limited English proficiency, including helping immigrants develop high levels of academic attainment in English and meet challenging state standards.
Rural & Low Income	Provides additional support for NCLB-related activities in rural districts that often lack the personnel to apply for other grants.
IDEA Basic	Services needed to educate students with disabilities.
IDEA Preschool	Supports preschool for children with disabilities.
Perkins	Supports vocational and technical education programs.

Instructional Services

Annually, the school council must adopt a budget for the school. Within the budget process, school councils must determine the use for its allocated instructional funds as well as other sources. The chart on the next page shows the school council's role in respect to the rest of the school community.

Roles in School Council Budgeting			
District Personnel	**School Council**	**Principal**	**Teachers**
To provide technical assistance to school council with financial obligations and requirements (e.g., Redbook requirements) Discuss categorical program options and address uses to meet identified needs in improvement planning process.	Review budget reports. Request funds from the board of education for maintenance, supplies and equipment that are not covered in school accounts. Ensure that professional development expenditures are reflected in the school improvement plan. Approve the school budget annually. Determine job classification each spring.	Track all school expenditures. Explain MUNIS reports to the school council. Ensure budget requests are aligned with the school mission and improvement goals. Facilitate discussions around job classifications and school needs.	Communicate budget needs to the school council. Request resources that are aligned with the school mission and improvement goals.

REFLECTION

What is one item about school improvement that you will take with you to your first school council meeting?

Why is this item important?

How can knowing about school funds assist in the planning process?

FINAL REFLECTION

What is at least one thing that you have learned about SBDM that you did not know before today's session?

What is one question you now have about SBDM that you do not have an answer for yet?