



Kentucky Department of Education

2015 SBDM Council Resource Booklet

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160.345 Definitions -- Required adoption of school councils for school-based decision making -- Composition -- Responsibilities -- Professional development -- Exemption -- Formula for allocation of school district funds -- Intentionally engaging in conduct detrimental to school-based decision making by board member, superintendent, district employee, or school council member -- Complaint procedure -- Disciplinary action -- Rescission of right to establish and powers of council -- Wellness policy.

- (1) For the purpose of this section:
 - (a) "Minority" means American Indian; Alaskan native; African-American; Hispanic, including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin; Pacific islander; or other ethnic group underrepresented in the school;
 - (b) "School" means an elementary or secondary educational institution that is under the administrative control of a principal and is not a program or part of another school. The term "school" does not include district-operated schools that are:
 1. Exclusively vocational-technical, special education, or preschool programs;
 2. Instructional programs operated in institutions or schools outside of the district; or
 3. Alternative schools designed to provide services to at-risk populations with unique needs;
 - (c) "Teacher" means any person for whom certification is required as a basis of employment in the public schools of the state, with the exception of principals and assistant principals; and
 - (d) "Parent" means:
 1. A parent, stepparent, or foster parent of a student; or
 2. A person who has legal custody of a student pursuant to a court order and with whom the student resides.
- (2) Each local board of education shall adopt a policy for implementing school-based decision making in the district which shall include, but not be limited to, a description of how the district's policies, including those developed pursuant to KRS 160.340, have been amended to allow the professional staff members of a school to be involved in the decision making process as they work to meet educational goals established in KRS 158.645 and 158.6451. The policy may include a requirement that each school council make an annual report at a public meeting of the board describing the school's progress in meeting the educational goals set forth in KRS 158.6451 and district goals established by the board. The policy shall also address and comply with the following:
 - (a) Except as provided in paragraph (b) 2. Of this subsection, each participating school shall form a school council composed of two (2) parents, three (3)

teachers, and the principal or administrator. The membership of the council may be increased, but it may only be increased proportionately. A parent representative on the council shall not be an employee or a relative of an employee of the school in which that parent serves, nor shall the parent representative be an employee or a relative of an employee in the district administrative offices. A parent representative shall not be a local board member or a board member's spouse. None of the members shall have a conflict of interest pursuant to KRS Chapter 45A, except the salary paid to district employees;

- (b)
 1. The teacher representatives shall be elected for one (1) year terms by a majority of the teachers. A teacher elected to a school council shall not be involuntarily transferred during his or her term of office. The parent representatives shall be elected for one (1) year terms. The parent members shall be elected by the parents of students preregistered to attend the school during the term of office in an election conducted by the parent and teacher organization of the school or, if none exists, the largest organization of parents formed for this purpose. A school council, once elected, may adopt a policy setting different terms of office for parent and teacher members subsequently elected. The principal shall be the chair of the school council.
 2. School councils in schools having eight percent (8) or more minority students enrolled, as determined by the enrollment on the preceding October 1, shall have at least one (1) minority member. If the council formed under paragraph (a) of this subsection does not have a minority member, the principal, in a timely manner, shall be responsible for carrying out the following:
 - a. Organizing a special election to elect an additional member. The principal shall call for nominations and shall notify the parents of the students of the date, time, and location of the election to elect a minority parent to the council by ballot; and
 - b. Allowing the teachers in the building to select one (1) minority teacher to serve as a teacher member on the council. If there are no minority teachers who are members of the faculty, an additional teacher member shall be elected by a majority of all teachers. Term limitations shall not apply for a minority teacher member who is the only minority on faculty;
- (c)
 1. The school council shall have the responsibility to set school policy consistent with district board policy 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. 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.
 2. If a school council establishes committees, it shall adopt a policy to facilitate the participation of interested persons, including, but not limited to, classified employees and parents. The policy shall include the number of committees, their jurisdiction, composition, and the process

for membership selection;

- (d) The school council and each of its committees shall determine the frequency of and agenda for their meetings. Matters relating to formation of school councils that are not provided for by this section shall be addressed by local board policy;
- (e) The meetings of the school council shall be open to the public and all interested persons may attend. However, the exceptions to open meetings provided in KRS 61.810 shall apply;
- (f) After receiving notification of the funds available for the school from the local board, the school council shall determine, within the parameters of the total available funds, the number of persons to be employed in each job classification at the school. The council may make personnel decisions on vacancies occurring after the school council is formed but shall not have the authority to recommend transfers or dismissals;
- (g) The school council shall determine which textbooks, instructional materials, and student support services shall be provided in the school. Subject to available resources, the local board shall allocate an appropriation to each school that is adequate to meet the school's needs related to instructional materials and school-based student support services, as determined by the school council. The school council shall consult with the school media librarian on the maintenance of the school library media center, including the purchase of instructional materials, information technology, and equipment;
- (h) Personnel decisions at the school level shall be as follows:
 1. From a list of qualified applicants submitted by the local superintendent, the principal at the participating school shall select personnel to fill vacancies, after consultation with the school council, consistent with paragraph (i)11. of this subsection. The superintendent shall provide additional applicants to the principal upon request when qualified applicants are available. The superintendent may forward to the school council the names of qualified applicants who have pending certification from the Education Professional Standards Board based on recent completion of preparation requirements, out-of-state preparation, or alternative routes to certification pursuant to KRS 161.028 and 161.048. Requests for transfer shall conform to any employer-employee bargained contract which is in effect;
 2. If the vacancy to be filled is the position of principal, the outgoing principal shall not serve on the council during the principal selection process. The superintendent or the superintendent's designee shall serve as the chair of the council for the purpose of the hiring process and shall have voting rights during the selection process. The council shall have access to the applications of all persons certified for the position. The principal shall be elected on a majority vote of the membership of the council. No principal who has been previously removed from a position in the district for cause may be considered for appointment as principal. The school council shall receive training in recruitment and interviewing techniques prior to carrying out the process of selecting a principal. The council shall select the trainer to deliver the training;

3. Personnel decisions made at the school level under the authority of subparagraphs 1., 2., and 4. of this paragraph shall be binding on the superintendent who completes the hiring process;
 4. If the vacancy for the position of principal occurs in a school that has an index score that places it in the lowest one-third (1/3) of all schools below the assistance line and the school has completed a scholastic audit under KRS 158.6455 that includes findings of lack of effectiveness of the principal and school council, the superintendent shall appoint the principal after consulting with the school council;
 5. Applicants subsequently employed shall provide evidence that they are certified prior to assuming the duties of a position in accordance with KRS 161.020; and
 6. Notwithstanding other provisions of this paragraph, if the applicant is the spouse of the superintendent and the applicant meets the service requirements of KRS 160.380(2)(e), the applicant shall only be employed upon the recommendation of the principal and the approval of a majority vote of the school council;
- (i) The school council shall adopt a policy to be implemented by the principal in the following additional areas:
1. Determination of curriculum, including needs assessment, curriculum development and responsibilities under KRS 158.6453(7);
 2. Assignment of all instructional and noninstructional staff time;
 3. Assignment of students to classes and programs within the school;
 4. Determination of the schedule of the school day and week, subject to the beginning and ending times of the school day and school calendar year as established by the local board;
 5. Determination of use of school space during the school day;
 6. Planning and resolution of issues regarding instructional practices;
 7. Selection and implementation of discipline and classroom management techniques as a part of a comprehensive school safety plan, including responsibilities of the student, parent, teacher, counselor, and principal;
 8. Selection of extracurricular programs and determination of policies relating to student participation based on academic qualifications and attendance requirements, program evaluation, and supervision;
 9. Adoption of an emergency plan as required in KRS 158.162;
 10. Procedures, consistent with local school board policy, for determining alignment with state standards, technology utilization, and program appraisal; and
 11. Procedures to assist the council with consultation in the selection of personnel by the principal, including but not limited to meetings, timelines, interviews, review of written applications, and review of references. Procedures shall address situation in which members of the council are not available for consultation; and

- (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 not 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 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 158.6451(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.
- (3) The policies adopted by the local board to implement school-based decision making shall also address the following:
 - (a) School budget and administration, including: discretionary funds; activity and other school funds; funds for maintenance, supplies, and equipment; and procedures for authorizing reimbursement for training and other expenses;
 - (b) Assessment of individual student progress, including testing and reporting of student progress to students, parents, the school district, the community, and the state;
 - (c) School improvement plans, including the form and function of strategic planning and its relationship to district planning, as well as the school safety plan and requests for funding from the Center for School Safety under KRS 158.446;
 - (d) Professional development plans developed pursuant to KRS 156.095;
 - (e) Parent, citizen, and community participation including the relationship of the council with other groups;
 - (f) Cooperation and collaboration within the district, with other districts, and with other public and private agencies;
 - (g) Requirements for waiver of district policies;
 - (h) Requirements for record keeping by the school council; and
 - (i) A process for appealing a decision made by a school council.
 - (4) In addition to the authority granted to the school council in this section, the local board may grant to the school council any other authority permitted by law. The board shall make available liability insurance coverage for the protection of all members of the school council from liability arising in the course of pursuing their duties as members of the council.
 - (5) All schools shall implement school-based decision making in accordance with this section and with the policy adopted by the local board pursuant to this

section. Upon favorable vote of a majority of the faculty at the school and a majority of at least twenty-five (25) voting parents of students enrolled in the school, a school meeting its goal as determined by the Department of Education pursuant to KRS 158.6455 may apply to the Kentucky Board of Education for exemption from the requirement to implement school-based decision making, and the state board shall grant the exemption. The voting by the parents on the matter of exemption from implementing school-based decision making shall be in an election conducted by the parent and teacher organization of the school or, if none exists, the largest organization of parents formed for this purpose. Notwithstanding the provisions of this section, a local school district shall not be required to implement school-based decision making if the local school district contains only one (1) school.

- (6) The Department of Education shall provide professional development activities to assist schools in implementing school-based decision making. School council members elected for the first time shall complete a minimum of six (6) clock hours of training in the process of school-based decision making, no later than thirty (30) days after the beginning of the service year for which they are elected to serve. School council members who have served on a school council at least one (1) year shall complete a minimum of three (3) clock hours of training in the process of school-based decision making no later than one hundred twenty (120) days after the beginning of the service year for which they are elected to serve. Experienced members may participate in the training for new members to fulfill their training requirement. School council training required under this subsection shall be conducted by trainers endorsed by the Department of Education. By November 1 of each year, the principal through the local superintendent shall forward to the Department of Education the names and addresses of each council member and verify that the required training has been completed. School council members elected to fill a vacancy shall complete the applicable training within thirty (30) days of their election.
- (7) A school that chooses to have school-based decision making but would like to be exempt from the administrative structure set forth by this section may develop a model for implementing school-based decision making, including but not limited to a description of the membership, organization, duties, and responsibilities of a school council. The school shall submit the model through the local board of education to the commissioner of education and the Kentucky Board of Education, which shall have final authority for approval. The application for approval of the model shall show evidence that it has been developed by representatives of the parents, students, certified personnel, and the administrators of the school and that two-thirds (2/3) of the faculty have agreed to the model.
- (8) The Kentucky Board of Education, upon recommendation of the commissioner of education, shall adopt by administrative regulation a formula by which school district funds shall be allocated to each school council. Included in the school council formula shall be an allocation for professional development that is at least sixty-five percent (65) of the district's per pupil state allocation for professional development for each student in average daily attendance in the school. The school council shall plan professional development in compliance with requirements specified in KRS 156.095, except as provided in KRS 158.649. School councils of small schools shall be encouraged to work with other school council to maximize professional development opportunities.

- (9) (a) No board member, superintendent of schools, district employee, or member of a school council shall intentionally engage in a pattern of practice which is detrimental to the successful implementation of or circumvents the intent of school-based decision making to allow the professional staff members of a school and parents to be involved in the decision making process in working toward meeting the educational goals established in KRS 158.645 and 158.6451 or to make decisions in areas of policy assigned to a school council pursuant to paragraph (i) of subsection (2) of this section.
- (b) An affected party who believes a violation of this subsection has occurred may file a written complaint with the Office of Education Accountability. The office shall investigate the complaint and resolve the conflict, if possible, or forward the matter to the Kentucky Board of Education.
- (c) The Kentucky Board of Education shall conduct a hearing in accordance with KRS Chapter 13B for complaints referred by the Office of Education Accountability.
- (d) If the state board determines a violation has occurred, the party shall be subject to reprimand. A second violation of this subsection may be grounds for removing a superintendent, a member of a school council, or school board member from office or grounds for dismissal of an employee for misconduct in office or willful neglect of duty.
- (10) Notwithstanding subsections (1) to (9) of this section, a school's right to establish or maintain a school-based decision making council and the powers, duties, and authority granted to a school council may be rescinded or the school council's role may be advisory if the commissioner of education or the Kentucky Board of Education takes action under KRS 160.346.
- (11) Each school council of a school containing grades K-5 or any combination thereof, or if there is no school council, the principal, shall develop and implement a wellness policy that includes moderate to vigorous physical activity each day and encourages healthy choices among students. The policy may permit physical activity to be considered part of the instructional day, not to exceed thirty (30) minutes per day, or one hundred and fifty (150) minutes per week. Each school council, or if there is no school council, the principal, shall adopt an assessment tool to determine each child's level of physical activity on an annual basis. The council or principal may utilize an existing assessment program. The Kentucky Department of Education shall make available a list of available resources to carry out the provisions of this subsection. The department shall report to the Legislative Research Commission no later than November 1 of each year on how the schools are providing physical activity under this subsection and on the types of physical activity being provided. The policy developed by the school council or principal shall comply with provisions required by federal law, state law, or local board policy.

Effective: June 25, 2013

Kentucky’s Curriculum Framework for Students

Kentucky’s General Assembly Model Curriculum Framework [KRS 158.6451(b)]

1. Use basic communication and mathematic skills for purposes and situations they will encounter throughout their lives;
2. Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, and practical living studies to situations they will encounter throughout their lives;
3. Become self-sufficient individuals of good character exhibiting the qualities of altruism, citizenship, courtesy, hard work, honesty, human worth, justice, knowledge, patriotism, respect, responsibility, and self-discipline;
4. Become responsible members of a family, work group, or community, including demonstrating effectiveness in community service;
5. Think and solve problems in school situations and in a variety of situations they will encounter in life;
6. Connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources; and
7. Express their creative talents and interests in visual arts, music, dance, and dramatic arts.

Unbridled Learning Accountability Model

On what is accountability based?

Kentucky’s Unbridled Learning system is based on multiple measures of school effectiveness. The measures fall into three major categories – Next-Generation Learners, Next-Generation Instructional Programs and Support, and Next-Generation Professionals -- and will be phased into the accountability system over the next several years. KDE

Next-Generation Learners	Next-Generation Instructional Programs and Support	Next-Generation Professionals
Achievement Gap Growth Graduation Rate College/Career Readiness	Program Reviews : <ul style="list-style-type: none"> • Arts and Humanities • Practical Living/Career Studies • Writing • K-3 will be added in 2013-14, • World Language will be added in 2015-16. 	Effective Teachers Effective Leaders (data based on Kentucky’s Professional Growth and Effectiveness System)

How will student performance be used for 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.

Calculating Next-Generation Learner Score	Elementary	Middle	High
Achievement	30%	28%	20%
Gap	30%	28%	20%
Growth	40%	28%	20%
Readiness for College/Career	n/a	16%	20%
Graduation Rate	n/a	n/a	20%

School and District Improvement Planning Process (703 KAR 5:225; Section 9)

- (1) Each school or district shall annually develop, review, and revise a comprehensive school or district improvement plan.
- (2) The structure of a school or district comprehensive improvement plan shall include:
 - (a) Executive summary that shall include a vision and a mission;
 - (b) Needs assessment that shall include:
 1. A description of the data reviewed and the process used to develop the needs assessment;
 2. A review of the previous plan and its implementation to inform development of the new plan; and

3. Perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions;
- (c) Process for development that shall include:
1. Analysis of data to determine causes and contributing factors;
 2. Prioritization of needs; and
 3. Development of goals, objectives, strategies, and activities based on the needs assessment and root cause analysis, that shall include targets or measures of success, timelines, persons responsible, a budget that includes resources needed and source of funding, and a process for meaningful stakeholder communications and input;
- (d) A set of assurances, approved by and on file with the local board of education, with a signed declaration by the superintendent that all schools in the district are in compliance with the requirements of the statutes and administrative regulations included in those assurances; and
- (e) A process for annual review and revision by the school or district.
- (3) Continuous improvement and capacity building shall drive the development of the plan.
- (4) Other required components in the process shall include:
- (a) A standards-based process for measuring organizational effectiveness that shall include purpose and direction, governance and leadership, teaching and assessing for learning, resources and support systems, and using results for continuous improvement;
 - (b) A data driven self-evaluation based on the standards, including a means to gather meaningful stakeholder input;
 - (c) A written improvement plan based on the issues identified in the self-evaluation;
 - (d) A set of assurances that includes a determination of compliance with each assurance and the ability to upload any supporting documentation needed;
 - (e) Electronic submission of all elements of the plan;
 - (f) Monitoring implementation of the plan through implementation and impact checks; and
 - (g) Evaluation of the effectiveness based on the strategies and activities in the plan.
- (5) A CSIP shall also include the elements required of schools by KRS 158.649(5).
- (6) A CSIP or CDIP for a priority or focus school or district shall also address the following:
- (a) Curriculum alignment for schools within the district and within each individual school, ensuring the instructional program is:
 1. Research-based;
 2. Rigorous;

3. Aligned with the Kentucky Core Academic Standards as established in 704 KAR 3:303; and
4. Based on student needs;
 - (b) Provision of time for collaboration on the use of data to inform evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work, if a priority or focus school;
 - (c) Activities to target the underperforming areas of achievement, gap, growth, college and career readiness, or graduation rate;
 - (d) Activities to target demonstrators of weakness in program reviews;
 - (e) Activities to target areas of need identified in teacher and leader effectiveness measures;
 - (f) School safety, discipline strategies, and other non-academic factors that impact student achievement, such as students' social, emotional, and health needs, if a priority or focus school;
 - (g) Design of the school day, week, or year to include additional time for student learning and teacher collaboration, if a priority or focus school;
 - (h) Specific strategies to address gaps in achievement and graduation rates between the highest-achieving student performance group and the lowest-achieving student performance group, if a focus school or district; and
 - (i) Short-term, monthly plans for the first ninety (90) days of implementation, and the establishment of teacher turnaround teams with intensive year-round training focused on teacher effectiveness and school improvement in the professional development component of its plan, if a priority school.
- (7) A priority or focus district shall use a variety of relevant sources that shall include perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions to inform the needs assessment required by the CDIP. A district containing a priority or focus school shall assist those schools in using these data to inform the needs assessment required by the CSIP.
- (8) The Commissioner's Raising Achievement and Closing Gaps Council and the Commissioner's Parents Advisory Council shall provide guidance to focus schools and districts as they conduct their needs assessments and revise their CSIPs and CDIPs.
- (9) A priority school shall document meaningful family and community involvement in selecting the intervention strategies that shall be included in the revised CSIP.
- (10) The CDIP for a district with a priority or focus school shall include the support to be provided to the priority or focus school by the district. The priority or focus school's CSIP shall include the support that will be provided by the district to the school.
- (11) The CDIP for each district shall be posted to the district's Web site. The CSIP for each school shall be posted to the school's Web site.

Kentucky Board of Education Goals

- Increase the average freshmen graduation rate from 76% to 90% by 2015.
- Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group (i.e., African-American, Hispanic, Native American, With Disability, Free/Reduced-Price Meals, Limited English Proficiency) from 33% in 2012 to 66.5% in 2017.
- Increase the percentage of students who are college-and career-ready from 34% to 68% by 2015.
- Increase the average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) scores for elementary and middle school students from 44% in 2012 to 72% in 2017.
- Increase the percentage of children ready for kindergarten from 28.1% in 2012 to 64.1% in 2015.
- Increase the percentage of effective teachers and principals from _____% in 2015 to _____% in 2020 (PGES)

ASSIST (A d a d a p t i v e s s i v e s s i s t S h o o l I m p r o v e m e n t S u p p o r t I o o l s)

Assist is an interactive web-based platform that uses technology to guide school and district administrators through the continuous improvement process, support disciplined thought and data based decision making and ensure that compliance and improvement activities are effectively monitored and implemented. ASSIST allows Kentucky schools and districts to create unique data profiles, build high quality goals and plans, document and track the implementation process and evaluate the effectiveness of program and planning initiatives in a single system.

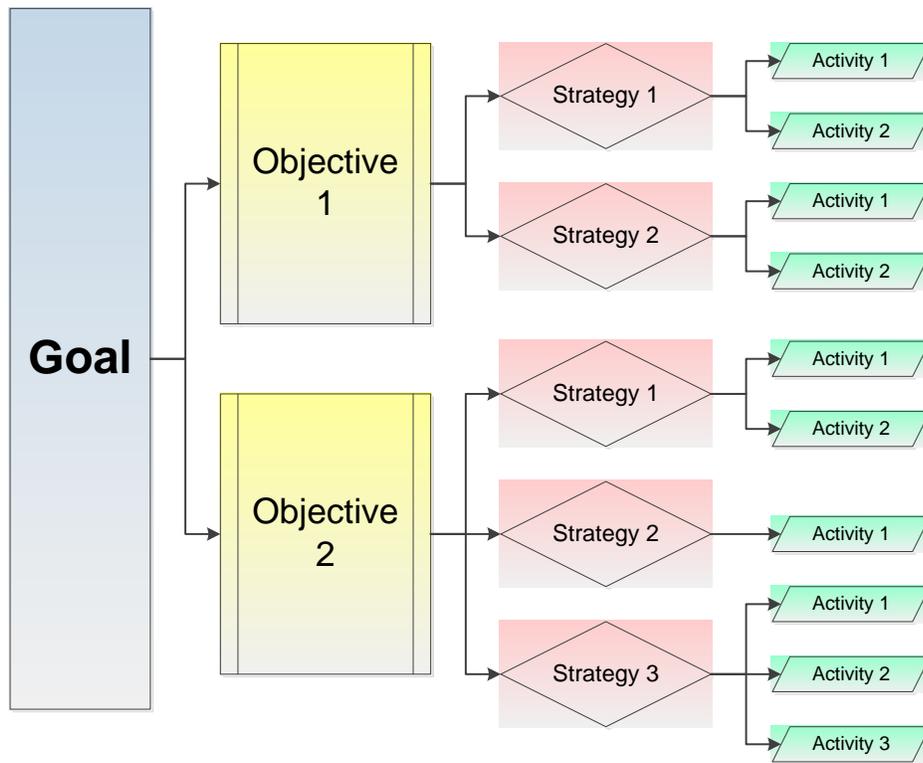
Who uses this system?

Administrators in all Kentucky schools and districts (Superintendents, Principals and collaborative planning groups responsible for District and School Improvement Plans)

What data are collected?

Comprehensive School Improvement Plans (CSIP) is developed within the ASSIST system. Districts use data available in the School Report Card to guide the improvement planning process through the creation of goals and plan to improve student achievement. School and district administrators monitor and evaluate school progress through this tool.

ASSIST Structure



Required SBDM Policy Areas

POLICY AREAS	STATUTORY AUTHORITY
Determination of curriculum	KRS 160.345(2)(i)1
Assignment of instructional and non-instructional staff time	KRS 160.345(2)(i)2
Assignment of students to classes and programs	KRS 160.345(2)(i)3
Determination of the schedule of school day and week	KRS 160.345(2)(i)4
Determination of use of school space	KRS 160.345(2)(i)5
Planning and resolution of issues regarding instructional practices	KRS 160.345(2)(i)6
Selection and implementation of discipline and classroom management techniques	KRS 160.345(2)(i)7
Selection of extracurricular programs	KRS 160.345(2)(i)8
Adoption of Emergency Management Plan	KRS 160.345(2)(i)9
Procedures for determining alignment with state standards, technology utilization, and program appraisal	KRS 160.345(2)(i)10
Consultation procedures	KRS 160.345(2)(i)11

POLICY AREAS	STATUTORY AUTHORITY
Committee (if committees are established)	KRS 160.345(2)(c)2
Wellness (elementary schools)	KRS 160.345(11)
Writing	KRS 158.6453(7)(c)
Advanced placement, international baccalaureate, dual enrollment, dual credit (secondary schools)	KRS 160.348(2)
Parent Involvement (Title I, Part A, funded schools)	Elementary and Secondary Education Act of 1965 (as reauthorized as No Child Left Behind Act of 2001)
Wellness and Nutrition	Healthy, Hunger Free Kids Act of 2012

Required SBDM Decision Area

DECISION AREAS	STATUTORY AUTHORITY
Primary program	KRS 158.031(4)
Configuration of flexible grouping	KRS 158.031
Annual review of data as shown on state and local student assessments and program assessments	KRS 160.345(2)(j)
Meeting frequency and agenda	KRS 160.345(2)(d)
Meetings	KRS 160.345(2)(e) KRS 61.810
Number of person in each job classification	KRS 160.345(2)(f)
Determining textbooks, instructional materials, and student support services	KRS 160.345(2)(g)
Principal selection	KRS 160.345(2)(h)
Mandated school council member training	KRS 160.345(6)
School budget and administration	KRS 160.345(3)(a)
Assessment of individual student progress	KRS 160.345(3)(b)
School improvement planning process	KRS 160.345(3)(c)
Professional development plans	KRS 160.345(3)(d) KRS 160.345(8) KRS 158.060(4)

KY Open Meetings Statute

Kentucky's Open Meetings Statute protects the rights of the general public to know the actions and decision of its public agencies. School councils and their committees are public agencies and therefore, are required to comply with all aspects of the Open Meetings 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.

Applicable Statutes

KRS 61.810 – Exceptions to open meetings

KRS 61.815 – Requirements for conducting closed sessions

KRS 61.820 – Schedule of regular meetings to be made available

KRS 61.823 – Special meetings, Emergency meetings

KRS 61.835 – Minutes to be recorded, open to public

OPEN MEETINGS STATUTE APPLIES WHENEVER:

1. A majority of the school council or committee is present.
2. Business is discussed even if no action is taken.

REGULAR MEETINGS

1. The school council and each of its committees set its own regular meeting schedule.
2. Regular meetings must be held at a specific scheduled time and place convenient to the public. The school council must provide a schedule of these meetings to the public.
3. The schedule must list the dates, times, and place for each regular meeting.
4. The schedule must be available to all stakeholders and to any media agency that request it. The district SBDM coordinator should have a copy of all regular meeting schedules at the district office.

SPECIAL MEETINGS

1. The chairperson or a majority of the school council members can call a special meeting outside the regular meeting schedule.
2. Written notice must be provided to all members of the school council or the committee either by fax, regular mail, or hand delivery 24 hours in advance of the meeting.
3. The notice must include the date, time, place and agenda of the meeting.
4. A special meeting agenda cannot be amended.
5. A copy of the special meeting notice should be sent to the district SBDM coordinator and any media agencies that request it.

OPEN and CLOSED SESSIONS

1. All regular and special meetings are open to the public.
2. Closed session can only be called for three reasons:
 - a. To discuss actual or potential litigation
 - b. To discuss potential candidates for employment; or
 - c. To discuss the school emergency plan
3. To go into closed session, a motion is made stating the reason or general description for the closed session (e.g., for interviews for a position, for consultation on candidates) and seconded. A majority vote or consensus is required for closed session.
4. For a school council to go into closed session, the following procedure needs to be followed and recorded in the school council minutes:
 - a. Notice given in open session for the need of a closed session discussion, stating the reason(s);
 - b. A motion, second and council vote (e.g., saying "I");
5. During closed session, the council or committee can only discuss the agreed topic described. No action can be taken. No minutes are to be taken. No school council decisions can be recorded during closed session. Only the topic that notice was given can be discussed. All decisions must be made in open session.
6. The school council or committee must return to open session to take any action from discussion during closed session. As with going into closed session, coming back from closed session requires a motion and second along with a majority vote or consensus.
7. School council and committee minutes set forth an exact record of votes and actions taken. All minutes must be made available to the public.

Records Retention Schedule

Permanent Record *(must be retained)*

- All SBDM Council Agendas and Minutes
- All SBDM Council Committee Agendas and Minutes
- Any Official Correspondences
- All Budget Allocations
- SBDM By-Laws, including any amendments
- SBDM Policies, including any amendments
- Annual School Report
- Annual Financial Audit Report

Other Records

Record Title and Description	Retain	Disposal Instructions
Teacher and Parent Representative Election Records	3 years	Destroy
SBDM Council and Committee Meeting Announcements	3 years	Destroy
SBDM Council/Committee Meeting Notification	1 years	Destroy
General Correspondences	5 years	Destroy
Budget Expenditure Report	3 years	Destroy after audit
Annual School Transformation Plan	5 years	Destroy
School Council Policy Appeals	5 years	Destroy
Request for Waiver of Board Policy	5 years	Destroy
Request for Professional Development	3 years	Destroy

Glossary and Acronyms

Ability Grouping: the practice of assigning students to classes on the basis of their past achievement or presumed ability to learn

Academic Expectations: the centerpiece of Kentucky's education reform effort is its vision of what students should know and be able to do as a result of their school experience

Accelerated Learning: advanced courses or classes in which highly motivated students study subjects and topics that are beyond their grade level

ACCESS for ELL (Assessing Comprehension and Communication in English State-to-State): an English language assessment tied to the state's language Proficiency standards with varying stages of second language acquisition

Accommodations: changes in the design or administration of tests in response to the special needs of students with disabilities or students who are learning English

Accountability: the concept that individuals (e.g., students, teachers, administrators) or organizations (e.g., schools, districts) should be held responsible for improving student achievement

Achievement Gap: persistent, pervasive, and significant disparity in educational achievement and attainment among groups of students as determined by a standardized measure

Ad Hoc Committee: a committee that is formed to complete a specific task

Admission and Release Committee (ARC): the required meeting during which all required members, including parents, a district representation, regular and special education teachers, and the child, when appropriate, participate in determining the child's IEP

Advanced Placement Courses (AP): college level courses offered by high schools to students who are above average in academic standing

Alignment: the degree to which curriculum, instruction, textbooks, and other instructional materials reflect and reinforce the state's academic standards and accountability process

Allocation: the amount of funds available for school and/or district use as determined by the parameters of the program or grant

Annual Measurable Objective: a measurement used to determine compliance with No Child Left Behind (NCLB)

Arts and Humanities: courses of study that include music, visual arts, dance and drama

Assessment: a test of abilities

ASSIST (Adaptive System of School Improvement Support Tools): a Web-based computer system that allows all Kentucky districts and schools to create district or school improvement plans that are visible to all and aligned with Kentucky Board of Education goals

Average Daily Attendance (ADA): the total number of days of student attendance divided by the total number of days in the regular school year

Average Freshman Graduation Rate (AFGR): the graduation rate formula Kentucky uses

ASVAB (Armed Services Vocational Aptitude Battery): used by the military to determine qualification for enlistment

Balanced Assessment: an assessment plan that includes classroom formative and summative assessments, benchmark or interim assessments and a statewide assessment system

Benchmark Assessments: test that are designed to measure progress during a course of instruction, usually administered on a regular schedule; also known as interim assessments

Best Practices: a phrase to describe what are thought to be the most effective methods to improve student achievement

Block Scheduling: a way of organizing the school day into blocks of time longer than typical class periods

Bylaws: a document that clarifies the operating procedures of a governing body

Categorical Programs: state or federal programs granting funds to school and/or districts for specific children (e.g., Title I, Title II, Extended School Services)

Certified Staff: a school employee that is required to hold a certificate for their position issued by the Education Professional Standards Board (EPSB)

Chief State School Officer: the state commissioner of education; currently Dr. Terry Holliday

CIITS (Continuous Instructional Improvement Technology System): a Web-based program that provides teachers with resources for planning curriculum, lessons, and assessments that are aligned with the Common Core Standards

Class Cap Size: the maximum number of students per class used only to determine the allocation of staff and not necessarily the number of students in the class or course at any one particular time

Classified Staff: a school employee who is not required to hold a teaching certificate (e.g., instructional assistants, paraeducators, secretaries)

Cognitive Data: data relating to student performance (e.g., assessments)

Cohort: a particular group of students educated together and graduates high school together

College and Career Ready: a term used to describe the overall goal for all Kentucky students (i.e., Every child proficient and prepared for success in college and/or careers.)

Commissioner of Education: the chief state school officer, currently Dr. Terry Holliday

COMPASS: an untimed, computer-adaptive college placement test given at Kentucky high schools to 12th-grade students who have not met the Council on Postsecondary Education's (CPE) benchmarks on the ACT

CDIP/CSIP (Comprehensive District/School Improvement Plan): the district or school's plan for improvement based on a need assessment; includes strategies and activities for teachers and administrators

Consensus: a process that requires participants to come to a common ground during decision making

Constructed Response Item: a question in which the student is required to construct a written answer and one that may have more than one answer; an essay question

Criterion Referenced Assessment: a test that measures a student's mastery of skills or concepts set forth in a list of criteria, typically a set of performance objectives or standards

Curriculum: a description of what is to be taught in schools and/or districts

Developmentally Appropriate Instruction: instruction that is suited to the student's age, physical ability and mental development

Disaggregated Data: data that is broken down into segments (e.g., by subgroups, by grade spans, by classes) in order to interpret it for improvement planning

Distinguished: the performance level that exceeds state expectations

Dropout Rate: a proportion of students who do not complete high school

Educational Planning and Assessment System (EPAS): college readiness assessments that include EXPLORE, for grade 8, PLAN, for grade 10, and ACT, for grade 11

Education Professional Standards Board (EPSB): the state agency that is responsible for the certification of teachers and administrators

Educational Recovery Director (ERD): the person who oversees the school improvement process in a particular region of the state

Education Recovery Leader (ERL): the person who assist principals and school leadership in a school identified as a Priority School

Educational Recovery Specialist (ERS): the person who oversees the school improvement process in an identified Priority School

Elementary and Secondary Education Act (ESEA): the principal federal law affecting K-12 education, first enacted by President Lyndon B. Johnson in 1965; later reauthorized by President George W. Bush in 2001 and entitled No Child Left Behind (NCLB)

English as a Second Language (ESL): classes or support programs for students whose native language is not English

English Language Arts (ELA): previously known as English; includes reading, writing, speaking, listening, and observing

English Language Learner (ELL): a student whose home language is not English and who has not yet acquired proficiency in English

Extended School Services (ESS): instructional and support services provided by school districts for students who need additional time to achieve academic expectations

Family Resource Youth Services Center (FYRSC): programs and/or services provided by center staff that assist families and students with identified needs to remove barriers to learning

Flexible Grouping: short-term grouping of students for various purposes (e.g., skill development)

Focus Schools: those schools identified as:

1. Schools that have a non-duplicated student gap group score in the bottom 10 percent of non-duplicated student gap group scores for all elementary, middle, and high schools;
2. Schools with an individual student subgroup within assessment grades by level with a score in the third standard deviation below the state average for all students; or
3. High schools that have a graduation rate that has been less than 60 percent for two consecutive years.

Formative Assessment: any assessment used by teachers to evaluate students' knowledge and understanding of particular content and then to adjust and plan further instructional practices

Free Appropriate Public Education (FAPE): special education and related services provided to students with special needs at no cost to their families

Gifted and Talented (GT): a program to assist students who have been identified by testing or another measure as unusually intelligent or talented

Graduation Rate: a proportion of students who graduate high school within a four year period

Highly Qualified: teachers who have obtained full state certification for the class or courses they are assigned to teach

Inclusion: the practice of placing student with disabilities in regular classrooms; also known as mainstreaming

Individual Education Plan (IEP): a detailed education plan created for students with disabilities

Individuals with Disabilities Education Act (IDEA): a federal law that guarantees children with special needs a free appropriate public education (FAPE) and requires that each student's education be determined on an individual basis and designed to meet his or her needs in the least restrictive environment possible

Individual Learning Plan (ILP): a Web-based tool that allows students to explore, plan, and prepare for their future; a required activity for student in grades 6 to 12

Infinite Campus (IC): the state's student information system

Instruction: the way in which students are taught the school's curriculum

Interim Assessment: test that are designed to measure progress during a course of instruction, usually administered on a regular schedule; also known as benchmark assessments

Intervention: a program that does something different from what was done before in an attempt to improve achievement

Job-Embedded Professional Development: professional development activities that occur during the school day

Kentucky Administrative Regulations (KAR): regulations that support Kentucky's laws

Kentucky Board of Education (KBE): the group appointed by the Governor to oversee the actions of the state education agency

Kentucky Department of Education (KDE): the state education agency

Kentucky Education Technology System (KETS): the state's plan on how technology is integrated into the school's curriculum

Kentucky Performance Rating for Educational Progress (K-PREP): the system of assessments for Kentucky

Kentucky Revised Statutes (KRS): Kentucky's laws

KOSSA: Kentucky Occupational Skills Standards Assessment

KYOTE (Kentucky Online Testing): a mathematical examination management system that supports academic outreach by a consortium of Kentucky colleges, universities and school districts

Least Restrictive Environment: the setting where students with disabilities can be educated alongside their peers without disabilities to the maximum extent possible

Limited English Proficiency (LEP): label applied to a student from a non-English speaking background that has not yet learned English

Local Education Agency (LEA): a school district

Looping: the practice of having one teacher educate a student for more than one school year

Mainstreaming: the practice of placing students with disabilities in regular education classrooms; also known as inclusion

Manipulative: physical objects used to represent concepts

Master Schedule: the complete schedule of classes or courses that each teacher teaches during a school day or week

Media Specialist: a librarian that has specific training in technology instruction

Migrant Education: academic and support services for students whose families migrate to find employment in agriculture

MUNIS: the software used to manage district and school financial records

National Assessment of Educational Progress (NAEP): a national testing program funded by the U.S. Education Department (USED)

Needs Improvement: a school or district achievement classification; formerly known as apprentice level

No Child Left Behind (NCLB): the title given by President George W. Bush for the reauthorization of the Elementary and Secondary Education Act (ESEA)

Non-Cognitive Data: nonacademic data used to determine needs; can include attendance, retention, discipline referrals, graduation rate and dropout rate

Nonperformance: a term delegating a student's lack of effort or omission of an assessment item

Norm Referenced Test (NRT): a standardized assessment designed to compare the scores of individuals or groups of individuals with a representative sample of individuals with similar characteristics

On-Demand Writing: a writing sample that addresses a specific prompt during a predetermined timeframe

Paraprofessional/Paraeducator: a classified employee that assist teachers in a classroom setting

Parent Compact: a written agreement of shared responsibility that defines goals and expectations of schools and families as partners in improving student achievement

Parent Engagement: the active involvement of families in the daily lives and schooling of their children

Peer Review: the process where district administrators, school administrators, teachers, and/or parent come together to review and provide suggestions in regards toward district or school improvement plans

Policy: a written process adopted by a governing body that dictates the operation of the organization

Portfolio: a collection of writing samples that follows students from one grade to another

Practical Living/Vocational Studies: a collection of subjects including health and safety, consumerism, and physical education

Primary School: a Kentucky statutory requirement for the early years of elementary school characterized by multi-age and multi-level groupings; primary school ends when a student enters grade 4

Priority Schools: the lowest five percent (5%) of both Title I and non-Title I school as identified by statewide assessments

Professional Development: activities and trainings intended to teach teachers and/or administrators the knowledge and skills needed to perform their job effectively

Professional Growth and Effectiveness System: a process which schools and districts can use to measure teacher and leadership effectiveness in a fair and equitable manner

Professional Learning Community (PLC): an identified group of teachers and other school staff that meet regularly to assess student work and determine student interventions

Proficient: the academic goal for all Kentucky's students

Restructuring: the redesigning of a school either voluntary or involuntary

Resource Room: a specialized room where students can go to receive individualized instruction

Rigor: being academically challenging

Rubric: a set of criteria for evaluating student work or for scoring assessments; a scoring guide

School Improvement Plan (CSIP): the school's plan for improvement based on a need assessment and includes strategies and activities for teachers and administrators

Schoolwide Program: an instructional supplemental program for Title I schools that have greater than forty percent (40%) low income population

Special Education: a program designed to meet the unique needs of students with identified disabilities

State Education Agency (SEA): the Kentucky Department of Education

Summative Assessment: an assessment at the end of a unit of study

Support Educational Excellence in Kentucky (SEEK): the funding base set by the General Assembly for Kentucky's schools and districts

Targeted Assistance Program: an instructional supplemental program for Title I schools that have less than forty percent (40%) low income population

Title I: a federally funded supplemental program that is designed to provide services for low income disadvantaged students and families

Title II: a supplemental program that provides funds to prepare, train and recruits high quality teachers

Title III: a supplemental program that provides funds to assist with student that do not speak English as their primary home language

Title VI: a supplemental program that provides funds to assist rural school districts.

Title X: a supplemental program that provides funds to assist with the education of identified homeless students

WorkKeys: a job skills assessment system produced by ACT, Inc.