

Facilitator's Guide to the Bylaws and Policies Training Module

Thank you for your commitment to SBDM and for training the council members attending your session. *Bylaws and Policies* is designed as a three (3) hour session for experienced members. As a reminder, council members are participating in their annual training and cannot make any decisions at this time. Participants are strongly encouraged to use the bylaws and policies associated with their respective school council for *authentic learning* and consideration; however, sample bylaws and policies are available on KDE's website in the event those are not readily available.

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

Should you find any incorrect information or need clarification on an activity or would like to provide feedback on the module, feel free to contact your SBDM Consultants at (502) 564-3791.

Again, *thank you*. [Go to PowerPoint slide 3.](#)

Sample Agenda:

- I. Welcome & Introductions (15 minutes)
- II. Bylaws versus Policies (20 minutes)
- III. An In-Depth Study of a Council's Bylaws (45 minutes)
- IV. Break (15 minutes)
- V. An In-Depth Study of a Council's Policies (45 minutes)
- VI. Scavenger Hunt (10 minutes)
- VII. Final Analysis and Reflection (15 minutes)
- VIII. Closing/Evaluations/EILAs (15 minutes)

Needed Materials:

- Booklet for each participant
- Council's bylaws and policies*
- Computer for PowerPoint presentation (optional)
- Post-it notes, highlighters, chart paper, markers
- Sign-in sheet
- EILA certificates
- Evaluations
- Policy Matching Activity

*If the school's bylaws and policies cannot be accessed, samples can be found on the SBDM website under [Technical Documents](#).

After welcoming participants, provide each person with a copy of the training booklet. Spend time reviewing the objectives below, *Session Overview*, and the *Student Achievement* section, which sets the stage for the information that follows. This is also a key time to note that the training is designed to last three hours to satisfy the legal requirement for experienced council members. Once the page has been reviewed, have participants turn to their tablemates and discuss the following question: *How do bylaws and policies differ?* Once enough time has been given for everyone to share his/her thoughts, have a couple of participants share their responses with the group.



KENTUCKY DEPARTMENT OF EDUCATION *Bylaws and Policies*

A three-hour training for experienced SBDM members

Go to PowerPoint slide 4.

OBJECTIVES:

After this training, council members will be able to...

- Differentiate between bylaws and policies and the characteristics associated with each,
- Understand how bylaws guide school councils by making work more efficient, consistent, open and fair to all shareholders, and
- Determine how policy development can address challenges and improve student achievement.

SESSION OVERVIEW:

This school-based decision making training session is designed to assist school councils in analyzing and improving their school council bylaws and policies and to ensure that those bylaws and policies meet legal expectations and contribute to improving student achievement.

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STUDENT ACHIEVEMENT:

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

Say: Before beginning our study of council bylaws and policies, let's first consider what our lives would look like without any guidelines or expectations.

(Read the **opening paragraph** aloud to your participants. Give participants 5-7 minutes to review the scenarios and generate their thoughts on the potential outcomes of those situations. Feel free to have them pair up if you'd like.)

Getting Started

*Imagine a town with no road signs, a society with no government, and a world without rules. Did you manage to feel relieved, stressed, or a combination of the two? Valid arguments could be presented to justify the need for some *unruliness*, as well as the need for structure. Consider each of the scenarios below and determine what the likely outcome would be if no *rules* or *consistent expectations* existed.*

Scenario	Potential Outcome
Your mail carrier delivers the mail three days a week and he/she gets to choose which days the mail is delivered to your residence.	Important documents that are not delivered on time could result in late fees/penalties, because the recipient is getting the information late and the turnaround could be delayed, it may be difficult to plan when to check the mailbox
There are no stop signs or traffic signals at a major intersection in your town.	Increased crashes, chaotic driving, panic or unneeded anxiety
Two twin sisters who attend the same school constantly turn their homework in late. One sister is never punished while the other student has to sit her recess often.	This could cause increased stress at home, resentment on the part of the punished child in regards to school, a false sense of security on the part of the child who is not being punished (she may believe this is an acceptable practice, since she is getting away with it)
Interstate 64 does not have a speed limit to follow.	Could likely increase the number of car accidents; some drivers may be going too fast while others are moving at an equally dangerous slow pace

Are there any perks to the situations above?

There is an obvious perk with the twin sister who is never punished for late work.
Without a speed limit, drivers could get from Point A to Point B faster without fear of a speeding ticket.

Once enough time has elapsed, have participants share the potential outcomes and perks aloud with the group.

Council Connection: Have a volunteer read this paragraph aloud. Once the volunteer is finished reading, emphasize the highlighted information below.

As an experienced council member, you have likely already made the connection to school-based decision making (SBDM). **An SBDM council's bylaws and policies provide structure, cohesiveness, and help to eliminate potential disorder.** Without the two, your work as a collective may not be nearly as efficient. As you make your way through this training module, you are encouraged to be mindful of what has been included in your council's bylaws and policies that provide guidance and help to maintain balance.

Say: We are now going to explore the primary differences between bylaws and policies. Do I have a volunteer willing to read the first section aloud? (If not, feel free to read the section aloud or ask someone to assist.) Go to PowerPoint slide 6.

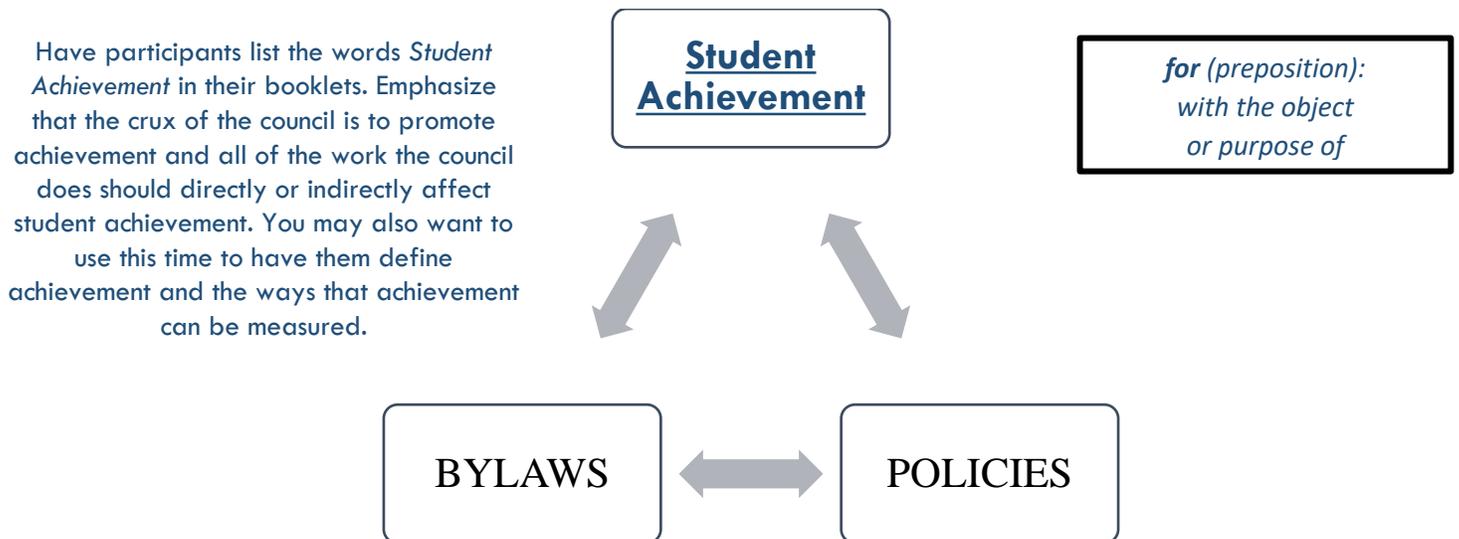
Encourage council members to highlight and annotate any important information from this point forward.

Bylaws v. Policies: *How do they differ?*

The term *bylaw* is used to describe the operating rules the school council sets to conduct its work while *policy* refers to what the school council develops and adopts concerning how the school itself operates.

- Bylaws are the rules, guidelines, and procedures for council operations.
- Policies are the rules, guidelines, and procedures for school operations.
- Both should focus on **enhancing student achievement** in the school.

Go to PowerPoint slide 7.



Activity: Have council members spend 5→10 minutes skimming their council's bylaws and policies. If these are not readily available, they may review the sample bylaws and policies that are referenced in the Materials' section. While reviewing the bylaws and policies, have participants jot down answers to the following questions.

What are some of the topics in your school council bylaws?

What are some of the most recent policies that your school council has adopted or revised? How do you know they were recently adopted or revised?

Participants can look through their council's bylaws and policies to answer these questions. If copies are not readily available, please provide copies from KDE's SBDM website (Technical Documents). You are strongly encouraged to use the unique bylaws associated with the council or councils represented.

Council members should reference an adopted or revised date that should be included alongside the policy itself. If they are having difficulty locating this information, please use this as a teachable moment to reinforce the necessity of including dates with the policies

Contingent upon comfort level, have council members share what they discovered during this quick skimming exercise.

Read the directions below and have council members review the topics to determine if the example is a bylaw or a policy. The *Elections* row may need clarifying; a council's bylaws can refer to elections *generically*, but teachers and parents are responsible for creating their own definitive procedures/processes. Once several minutes have elapsed, review the answers with participants.

Directions: Read through the topics below and decide if the topic listed is a bylaw **or** a policy. Place a check in the corresponding box. Once the trainer has called time, the answers will be revealed. Please keep a running tally of your correct/incorrect responses and record your final tally in the last row.

TOPIC	RESPONSE
Assignment of instructional & non-instructional staff time	<input type="checkbox"/> Bylaw <input checked="" type="checkbox"/> Policy
Membership of the council	<input checked="" type="checkbox"/> Bylaw <input type="checkbox"/> Policy
Mission of the council	<input checked="" type="checkbox"/> Bylaw <input type="checkbox"/> Policy
Consultation procedures	<input type="checkbox"/> Bylaw <input checked="" type="checkbox"/> Policy
Roles of the chairperson	<input checked="" type="checkbox"/> Bylaw <input type="checkbox"/> Policy
Curriculum	<input type="checkbox"/> Bylaw <input checked="" type="checkbox"/> Policy
Committees	<input type="checkbox"/> Bylaw <input checked="" type="checkbox"/> Policy
Agenda preparation	<input checked="" type="checkbox"/> Bylaw <input type="checkbox"/> Policy
Elections	<input checked="" type="checkbox"/> Bylaw <input type="checkbox"/> Policy
Selection of extracurricular programs	<input type="checkbox"/> Bylaw <input checked="" type="checkbox"/> Policy
TOTAL SCORE	/10

REFLECTION: How does your overall score make you feel?

Answers will vary.

Prior to moving forward, ask council members if they have any questions regarding what has been covered thus far.

Say: First we are going to explore bylaws, issues surrounding bylaws, as well as the topics that are included in a council's bylaws. (Read the highlighted paragraph below.)

Bylaws [Go to PowerPoint slide 8.](#)

Bylaws are the rules, guidelines and procedures **FOR COUNCIL OPERATIONS**. School council bylaws make school council work more efficient, consistent, and open and fair to all shareholders. Often situations arise where the school council's bylaws can help keep the meeting positive and productive.

REFLECTION: Think of a time from last year's (or any previous year's) school council meetings **or** from a meeting you recently attended when you had to refer to the school council bylaws for an answer to a procedure or a process. Was the answer in the bylaws? What happened as a result when the answer was included or what ensued because it wasn't?

Answers will vary.

When serving on the school council, it is easy to skip over reading the bylaws and just proceed as has always been done in the past or in assuming the council's members before your term had it all covered! However, this can lead to confusion and in some cases cause conflict within the school council. There are **four common issues** associated with bylaws: [Go to PowerPoint slide 9.](#)

- Copies of the bylaws cannot be found.
- Hard copies of the bylaws exist, but no electronic copies.
- Bylaws are not reviewed on a regular basis.
- Bylaws are not made available on the school's website so that everyone can access them.

Bylaws should be reviewed **ANNUALLY** to ensure they are aligned with the current vision and goals of the school council and the school. Refer to the checklist on the next pages and, using your school council bylaws, determine if your bylaws answer the questions. If yes, does the bylaw *still* reflect current practices? If no, how should the bylaws be amended to complement current practices?

If your attendees do not have copies of the bylaws that are associated with their councils, then KDE examples should be used.

Expected completion time:
25→30 minutes.

School Council Bylaws Checklist

Issue to be Addressed in the Bylaws	Statutory Authority (or Best Practice)	Our bylaws have this <u>and</u> it is current practice:	Our bylaws do not have this <u>or</u> it does <u>not</u> reflect current practice:
Purpose or Mission Statement: Why has the school council been formed?	KRS 160.345(2)(c)1		
Membership of the School Council: How many members are on our school council? Do we have ex-officio (non-voting) members?	KRS 160.345(2)(a)		
What are the qualifications for membership?	KRS 160.345(2)(b)1		
Is the school required to have minority membership? How will additional minority membership be elected?	KRS 160.345(2)(b)2		
Terms of Office: When does a school council member's term begin and end? How many terms may a school council member serve?	KRS 160.345(2)(b)1		
How are school council members removed?	KRS 160.347		
Elections: Who establishes teacher and parent election procedures?	KRS 160.345(2)(b)1		
When should all elections be completed?	Best Practice		

NOTE: School council bylaws should NOT include established procedures for elections. They may include a date for completing elections in order to arrange the mandated membership training. Election procedures should be submitted with election materials for records retention and may be kept as an appendix to the bylaws as a way to ensure consistency for elections and to have documentation of the protocols used should a question arise after elections are complete.

Issue to be Addressed in the Bylaws	Statutory Authority (or Best Practice)	Our bylaws have this <u>and</u> it is current practice:	Our bylaws do not have this <u>or</u> it does <u>not</u> reflect current practice:
Chair & Vice Chair: Who serves as the chair of the school council?	KRS 160.345(2)(b)1		
Who may serve as the vice-chair of the school council? How is the vice-chair selected?	Best Practice		
What are the duties of the chair, the vice-chair and other school council members?	Best Practice		
Agenda Preparation & Distribution: How are agendas prepared?	KRS 160.345(2)(d)		
How is input received for non-school council members and/or non-committee members?	Best Practice		
How are meeting agendas distributed to members and non-members of the school council and/or committee?	Best Practice		
Meetings: Where and when are school council meetings?	KRS 61.810(1); 61.820(1); and KRS 61.840		
Who is responsible for notifying the public of the regularly scheduled school council meetings?	KRS 61.820(2)		
Does the agenda include a public comment segment?	Best Practice		
Decision-Making Process: How are decisions made?	Best Practice		
What are the procedures when consensus cannot be reached?	Best Practice		

Issue to be Addressed in the Bylaws	Statutory Authority (or Best Practice)	Our bylaws have this <u>and</u> it is current practice:	Our bylaws do not have this <u>or</u> it does <u>not</u> reflect current practice:
Record Keeping: How will the minutes be structured, approved and distributed?	KRS 61.835		
How are request for public records granted? What are the fees to be charged for copying school council records?	KRS 61.870 to 61.884		
Who will be the custodian of school council records?	Best Practice		
Policy Development: How are policies developed? How many readings of a policy are needed before adoption?	Best Practice		
Appeals Process: Does the appeal process include or require the affected party to file grievance(s) in writing? What is the time frame for filing an appeal?	Best Practice		
<p>NOTE: Appeals to the school council must be about the POLICY or PROCEDURE created by the school council. The appeal should <u>NOT</u> address a connection to a specific student (i.e. parent disapproves with the disciplinary outcome of a student’s misbehavior and wants to appeal the consequence).</p>			

REFLECTION: Answers will vary.

1. What is one item included in your bylaws that is up-to-date and complete?

2. What is one item in your bylaws that needs to be revised or is currently missing?

3. Do your bylaws state when they were adopted or last revised?

Contingent upon comfort level, have participants share responses to the previous questions with the group. There are several blanks in the chart, so make certain to have shared the missing information, as well.

Read the directions aloud with the group. You may have them work in pairs or as teams to generate responses to the situations below.

Putting Our Bylaws to Use

Directions: Using your school council bylaws, determine whether they address the following situations. If your school council bylaws do **not** have any direction for dealing with the situation, should they? How would you propose addressing this?

Situations	Do our bylaws address this?	If not, how would we address this?
<p>Situation 1: A teacher has contacted the school council about speaking at the next meeting to support changes in the curriculum policy.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>The bylaws should address whether commentary is included on the agenda. If public comments are allowed, then ensure that time limits are followed and that council members know that they are not obligated to respond.</p>
<p>Situation 2: The school council has been discussing an item for an extended length of time and cannot reach consensus for a decision.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>If the bylaws do not address the process for decision-making, have the participants discuss options. These options can include continued discussion, voting (not recommended, but allowable), tabling the item until the next meeting where more/new information can be shared or sending the topic to a committee for review and recommendations.</p>
<p>Situation 3: A new parent member on the council works until 4 p.m. each day.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Bylaws should reflect that meetings must follow the Kentucky <i>Open Meetings</i> statutes, which states that meetings must be held at a time convenient to the public. As long as it is not a hindrance to the process as a whole, the school council meetings should be held at a convenient time for membership.</p>
<p>Situation 4: A new teacher representative on the school council has been assigned the responsibility of taking minutes at each school council meeting.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Council roles and responsibilities should be spelled out in the bylaws. There is nothing that states that a member cannot take minutes; however, this is not <i>best practice</i>. If a member is taking minutes, he or she is not actively participating in discussions or decisions. It is <i>best practice</i> to have a non-member record the minutes or have the minutes transcribed from a recording at a later date.</p>
<p>Situation 5: The new principal at a school wants to know who prepares the materials for the school council meetings.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Bylaws should note who prepares meeting notices, agendas, and supplemental materials for meetings. By noting this responsibility, it ensures that materials are ready and complete.</p>
<p>Situation 6: A group of teachers object to the change in the master schedule from a six-period day to a seven-period day.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>The bylaws should include a council-specific appeals process. If it does not, then any appeals revert to the local board of education policy. This is not <i>best practice</i>, as the BOE policy may be too general to address policy issues at the school.</p>

Spend time reviewing each situation and determining whether the bylaws address the scenarios. If the answer is “yes”, have a volunteer read the bylaw excerpt to support the claim. Prior to taking a 10-15 minute break, ask participants if they have any lingering questions related to bylaws.

Say: Welcome back from your break! Before we move forward, can one of you share something you remember from the first half of this training session regarding bylaws? (Pause for a response.) Now that we have determined what bylaws are and what council bylaws should include, let's take a look at school council policies. In this section, we will discuss what policies are, the required policies that councils need to adopt, and policy pitfalls that should be avoided.

Policies

Go to PowerPoint slide 10.

School council policies are a way to **STRENGTHEN** the school's efforts to improve student achievement instead of just a requirement to fulfill. Policies should reflect and keep the focus on achieving the school council's and the school's mission, vision and goals.

Policies need to achieve at least one of the following purposes:

- Support and **IMPROVE** teaching and learning
- Lead to enhancing student **ACHIEVEMENT**
- Outline a **COMMON** procedure
- Provide **GUIDELINES**
- Meet a **LEGAL** requirement

As you're reviewing this particular section, pause to include the responses that fill the blank spaces in the participant's guide.

Go to PowerPoint slide 11.

When developing or revising policies, consider the following questions:

1. Is this policy aligned with our mission, vision and belief statements?
2. Is this policy related either directly or indirectly to improving student achievement?
3. Does this policy support our school improvement goals and objectives?
4. Do all of our teachers have the training and resources to implement the policy? Do we have a plan to train new teachers once the policy is implemented?
5. Is this policy within the school council's authority?
6. Does the policy focus on results of students and not compliance of adults?
7. Is the policy valid, as it does not violate any state or federal statutes or regulations, break contracts, or risk lawsuits?

Kentucky Statutory Policy Areas

So, what are the statutorily required policies that each school council *must* develop and adopt? After reviewing your school council's policies, answer the following questions: *Do you have all of the required policies? Are they current?* On the next page and in the third column, list the date when the adoption of the required policy area occurred.

If the council members are using the KDE policy examples, you will notice that adoption dates are not recorded on those samples. Those samples exist to provide schools with direction on what could be included in its policy thus no true adoption date exists on KDE's part. To accommodate the next exercise, you could pencil in adoption dates prior to making copies on those sample pages. KDE strongly encourages you to have council members use the policies associated with their council. If policies do not include adoption dates, discuss the implications of this. For any policy that is not applicable, list N/A in the *Date Adopted* column. If a policy is required, but not included, participants may list *Don't Have* in the column. Encourage council members to actually read/skim the policy, as well.

POLICY AREA	STATUTE AUTHORITY REFERENCE	DATE ADOPTED
Determination of Curriculum	KRS 160.345(2)(i)1	Answers will vary.
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 the 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 the Emergency 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	
Committees	KRS 160.345(2)(c)2	
Advanced Placement, International Baccalaureate, Dual Enrollment, Dual Credit Courses	KRS 160.348(2)	
Wellness	KRS 160.345(11)	
Writing	KRS 158.6453	
Parent and Family Engagement	Title I, Part A (Every Student Succeeds Act)	

Have council members share some of their epiphanies/discoveries. Was it clear that a policy was outdated? Is there a policy that (upon review) is not being properly implemented?

Say: When councils are writing policies (or reviewing them once they are written), pitfalls can occur. Let's read the definition of a pitfall and explore several areas that can reveal themselves as a pitfall.

As you're reviewing this particular section, pause to include the responses that fill the blank spaces in the participant's guide. Go to PowerPoint slide 13.

Policy Pitfalls

A pitfall is a danger or problem that is hidden or not clear. School council policies may contain pitfalls if careful attention is not given to the policy's contents. Some pitfalls may become obvious as you start to examine your school council's policies. As you are thinking about policies that may need revisions, consider these pitfalls to avoid:

- Focusing on compliance rather than on COMMITMENT to improving student achievement or creating requirements for staff that may not lead to improved student achievement
- Writing a policy to address an issue that needs to be dealt with on a more INDIVIDUAL basis or is already dealt with in another document
- Being reactive instead of PROACTIVE with a situation
- Setting up staff to be in VIOLATION of the requirements in the policy or not communicating policy requirements to staff, students, families and/or the community

Activity: Review the policy scenarios on the next page. As you read each scenario, think about the following questions:

1. What are the pitfalls of the policy's requirement?
2. What are some additional pitfalls that may arise because of this policy?
3. What reasons could have prompted the development and adoption of the policies?
4. What is a potential next step for the school council as it addresses these policy pitfalls?

ACTIVITY: Prior to moving forward with the policy analysis work, have participants participate in the *Policy Matching* Activity. You will need to have the policy name and brief description printed out and cut into strips prior to the activity. Give each participant either a policy name or description and have them stand up and move about the room to find the proper match. Once everyone has had enough time to find the corresponding policy name and/or brief description, call time and have them share out. If you only have a few participants, you will need to do several rounds of this or you could place the policy names on a flat surface and have participants match up the correct description underneath the policy's name. An answer key can be found on page 18 of your guide.

An instructional practice policy calls for **all** teachers to submit lesson plans for the upcoming week every Friday to the principal. The principal reviews each lesson plan and provides feedback.

What are the pitfalls?

Pitfalls may include information on the timeframe, as well as the responsibilities of the principal. This policy may have been developed to address a specific issue with a teacher and therefore a reactive approach to the situation.

How should the council address this situation?

The policy could be revised to include a lesson plan format (for continuity and/or uniformity) and allow teachers to utilize PLCs to streamline lessons that provide consistency and a strategic approach to content. A council could also address whether there are any concessions given to first-year teachers or in mentoring novice teachers. The timeframe for completion and review needs to be practical-given the responsibilities of teachers and the principal in their everyday responsibilities and routines.

The budget policy states that the school council must approve every professional learning expense.

What are the pitfalls?

Pitfalls may include the time that it would take to approve each expense and that this requirement does not add or enhance teaching and learning.

How should the council address this situation?

The policy could be revised to include that professional learning be included as part of the school improvement planning process. The school council should monitor the professional learning budget through a budget report without having each expense being approved.

The school council has been asked to pass a policy stating basketball players who are coming in late or checking out early will not be allowed to play in the next game.

What are the pitfalls?

The policy specifies only one group and addresses one situation in a reactive manner.

How should the council address this situation?

The policy appears to be reactive to a specific group (basketball team). If the issue is systemic across all extracurricular teams, then the extracurricular policy could address attendance. If it is only the basketball team, then the issue should be dealt with the coach and team individually.

To start the new school year, the parent-student handbook will include the policy that two late homework assignments in a nine-week period will result in after-school detention.

What are the pitfalls?

The policy appears to be vague (What constitutes a late assignment?). It does not allow for individual circumstances or instances. It also appears to be reactive as it does not allow for teachers to address any root causes of why assignments are missing. It also does not address who covers detention or what the students will be doing in detention.

How should the council address this situation?

The policy should allow for individual teachers to plan and evaluate homework as part of their instructional strategies.

A committee policy states: Every committee must have one parent member.

What are the pitfalls?

The policy (as stated) is admirable; however, it places any committee that cannot recruit a parent in violation of the policy. The policy also allows for only one parent and not for additional parents.

How should the council address this situation?

The policy should be written to include how parents are recruited, but not require committees to have a parent in order to conduct business.

One frequently asked question the Kentucky Department of Education receives is, “How do I adopt a new policy, and does it go into effect immediately?” The process to adopt a new policy should be in your bylaws. It is encouraged that the bylaw state whether two readings are required before adopting. Two readings are considered *best practice* and allow for stakeholder input, but two readings are not required by statute. Also, all officially approved bylaws and policies are legally binding and subject to the *Kentucky Open Records’ Act*.

THINK: PAIR: SHARE:

1. Why would two readings be considered *best practice*?

Two readings would be considered pragmatic. Two readings would allow council members an extended opportunity to think through issues and consider all implications.

2. What pitfalls do you envision with one reading of a policy prior to adoption?

Answers will vary.

Participants will work in groups to complete the next activity. Read the directions aloud and clear up any questions they may have prior to beginning. Once the participants have had enough time to complete the activity, review the responses. Use KDE samples if needed.

Activity: Scavenger Hunt

Directions: Read each situation below with your school council's policies in mind. *Do you have a policy that would address this situation? If so, what is the policy? Does your policy address this situation effectively?*

Situation	Which policy would address this situation?	Does our policy address this situation effectively? If <u>not</u> , what are our next steps?
A new teacher wants to know what standards her students are supposed to master.	Curriculum	Answers will vary.
Teachers are frustrated because good news announcements are made during the middle of third period.	Schedule of day/week	Answers will vary.
A team of teachers would like to move classrooms to be together for ease of regrouping students to address identified needs.	Assignment of students to classes/programs	Answers will vary.
Teachers would like to ensure that reading strategies are taught across content areas.	Instructional practices	Answers will vary.
The principal needs to fill a vacancy and is going to use an interview committee composed of two teachers (who will be teammates of the future hire), one parent, and the principal.	Consultation	Answers will vary.
The chair of the parent involvement committee isn't conducting regularly scheduled meetings and when meetings are held, they are not advertised and minutes are not taken.	Committees (bylaws could possibly include more details on membership & expectations)	Answers will vary.
A team of teachers has begun implementing weekly assessments and review days. The teachers would like extra classroom help on Fridays from the school's instructional assistants to help juggle some of the logistics and offer assistance.	Assignment of instructional/non-instructional staff time	Answers will vary.

Say: Throughout this training you have spent time differentiating between bylaws and policies, as well as evaluating how each contributes to the success of either the council or school itself. So, let's put it all together by completing the final analysis exercise and reflection below.

FINAL ANALYSIS & REFLECTION

The crux of a council's work is *student achievement*. Read the sample bylaw and policy excerpt below and analyze its (direct or indirect) correlation to student achievement:

Sample Bylaw:	How does this directly/indirectly affect student achievement?
<p style="text-align: center;">Composition:</p> <p>The school council shall consist of the principal, who is the chair, three teacher members, and two parent members. The school council does not wish to exclude any constituency in the school from participation in all council meetings. Therefore, the student council may designate a student council representative, and the support staff of the school (office, cafeteria, custodians, and instructional assistants) may conduct an election for a support staff representative to attend all council meetings as ex officio members.*</p> <p style="text-align: center;">*Requires approved alternative model.</p>	<p>Several shareholders are taking a vested interest in student achievement and in this particular composition bylaw, a student is welcome to be heard on council. This composition indirectly affects student achievement, because each member of the constituent groups has a stake in learning and achievement. The constituents provide guidance from a unique standpoint that others may not think of as routinely or from that angle.</p>
Policy Excerpt:	How does this directly/indirectly affect student achievement?
<p style="text-align: center;">Curriculum Policy:</p> <p>Kentucky Middle School defines curriculum as what students are taught and the connections they make to the real world. The curriculum shall define what students should know and be able to do in all content areas. The curriculum shall also be defined as all experiences provided by the school staff which are designed to assist students in valuing learning and developing academically, socially, emotionally, and physically. Curriculum includes both what is taught and how it is organized for delivery.</p>	<p>A solid curriculum policy is a cornerstone of achievement. This particular excerpt assists in the achievement of students, because it does not rely too heavily on <i>sit and get</i> and recognizes real-world applications and other experiences that promote learning and academic maturity. It appears as though standards are the <i>floor and not the ceiling</i> for the learning that will take place.</p>

Say: In an effort to make the learning authentic, we are going to focus on the bylaws and policies of the council with which you are a member.
 (If council members are relying on the KDE samples, adjust the script to state that they are going to try their hand at the exercise by searching for an example themselves.)

Directions: Read each of the columns below and complete the tasks that follow.		
COUNCIL CONNECTION	Choose either a policy excerpt or bylaw that is relative to the school where you serve or the council itself. Copy the bylaw or policy excerpt in the space below:	How does this directly/indirectly affect or impact student achievement?
	<p>Participants do NOT need to copy the whole bylaw or policy. Instead have them focus on the element of either the bylaw or policy that is <i>most compelling</i>. In an effort to solicit a variety of responses, encourage tablemates to choose something different from the rest of the group.</p> <p>Allow 5-10 minutes for council members to evaluate the guidelines of the council or the policies of the school and then determine how either impacts student achievement.</p> <p>Have council members share their thoughts with their table (or in a whole group setting) prior to completing the final reflection and evaluation.</p>	Answers will vary.

Say: We have neared the end of our training session. Are there any lingering questions before we complete the final reflection?

Go to PowerPoint slide 14. Have each participant answer one of the two questions aloud with the entire group listening.

To bring the training *full circle*, you are encouraged to refer back to the cover page and review the objectives again ensuring that each goal was met during the training. Prior to dismissal, thank participants for attending today's session and give each person an evaluation to complete. Provide an EILA certificate in exchange for the evaluation.

COUNCILS must adopt a policy in the following areas:

POLICY AREA:	DESCRIPTION:
CURRICULUM	... what students will learn
ASSIGNMENT OF INSTRUCTIONAL & NON-INSTRUCTIONAL STAFF TIME	... how all staff will use work time
STUDENT ASSIGNMENT	... how students will be assigned to classes and programs
SCHOOL SCHEDULE	... how the school day will be divided and used
SCHOOL SPACE	... how classrooms and other areas of the school will be used to improve teaching and learning
INSTRUCTIONAL PRACTICES	... how students will be taught
DISCIPLINE	... how students will learn to behave well
EXTRACURRICULAR PROGRAMS	... which activities students will be offered beyond the curriculum
STATE STANDARDS ALIGNMENT	... how the school will make sure it meets or exceeds state standards
TECHNOLOGY USE	... how the school will utilize technology tools
PROGRAM EVALUATION	... how the school will check whether its programs are effective
CONSULTATION	... process for working with the principal on filling vacancies
COLLEGE-LEVEL COURSES	... recruiting students for Advanced Placement or area college classes
COMMITTEES	... number, jurisdiction, composition, membership selection, involvement
WELLNESS	... physical activity and healthy choices (required for grades K-5)
WRITING	... provides guidelines for including effective writing programs in the curriculum
EMERGENCY PLANS	... satisfies requirements of KRS 160.345(2)(i)(9) *Discussions relating to specifics of the school's emergency plan may be conducted in closed session of a school council meeting. The emergency plan is exempt from open records requests.
PARENT AND FAMILY ENGAGEMENT POLICY	...meets the requirements of Title I, Part A