

Getting started

It is August, which means school is right around the corner. It is KDE's hope that councils have already engaged in the first meeting of the term and that all – OK, most – members have been trained. The SBDM database is currently live and the annual SBDM training data can be entered into the site. All school council verifications should be entered into the web application by Nov. 1. The link to submit verification data can be found [here](#). If you do not have access to the SBDM training database, please email [Windy Newton](#). As a reminder, student achievement and student success are the driving forces of the councils.

Minority data information

Any school that has 8 percent or greater minority membership in its student population as determined by the preceding Oct. 1 enrollment data is required to have minority membership on its school council (KRS 160.245[2][b][2]).

If your school requires the addition of a minority parent and teacher member, the principal must work with parent-teacher organizations to select minority parent and teacher representatives. Combined minority population

is determined by the annual reporting of attendance and ethnicity to KDE through the superintendent's annual attendance report. A district may opt to use internal data of enrollment from the previous Oct. 1 Infinite Campus report; however, the district is responsible for maintaining the documentation. SBDM program consultants will release the percentages via email to each SBDM coordinator in the fall. This information will also be available on our website. If you have questions, please email [Natasha Napier](#).

KASA offering 'The Role of the Principal on the SBDM Council' training

The role of the principal on the SBDM council includes acting as chairperson, facilitator, gatekeeper and organizer. It takes a unique skill set to keep council members focused on the mission and vision of the school without getting sidetracked by individual agendas. This training will arm participants with effective leadership strategies to work with councils and its committees to positively impact student outcomes. All principals should have this training before chairing an SBDM council.

This training will equip school leaders with:

- a better understanding of their role and responsibilities as chairperson of the SBDM council;
- tools to make the principal's work easier and more effective;
- characteristics of highly functioning SBDM councils;
- protocols for running effective school council meetings;
- strategies for empowering teacher leaders; and
- strategies for meaningful parent and shareholder engagement.

For additional details (including registration information), please see the attached flyer or visit www.kasa.org.



Continuous improvement planning

With the new academic year quickly approaching, school administrators should spend ample time thinking about their continuous improvement planning teams. In other words, who will be a part of the planning process, how will they be involved and how will the work be conducted? Administrators, teachers, SBDM councils and central office staff should all play an active role. A well-equipped, well-represented, well-organized planning team is critical to continuous improvement efforts. Planning teams are dedicated to reviewing data, trends and identifying the school's current **processes, practices** and **conditions** with the goal of moving from the current state to the desired state. Let's take a closer look at the boldface words:

Work

- Identify the **PROCESSES** implemented by students, teachers, teacher leaders, and/or school/district leadership.

Worker

- Identify the **PRACTICES**, capabilities, and motives of the students, teacher leaders and school/district leadership.

Workplace

- Identify the **CONDITIONS**, environments and surroundings in which the people live, study and work.

At its very core, continuous improvement requires the evaluation of current practices, processes and conditions and the ability to reflect upon evidence, communicate a vision, plot a journey, build momentum and adjust course when necessary. The Office of Continuous Improvement is excited about the changes it has made to the planning process and its simplification of design and layout. Our team has devoted a collective effort towards determining which pieces of the comprehensive school and district improvement plans (CSIP and CDIP) were capable of being streamlined, condensed or eliminated to promote improvement and remove the drudgery of time-consuming compliance pieces.

CSIP and CDIP 2017-18: Key features and changes

- Transition from ASSIST to eProve
- Elimination of a single, bulky report in the middle of the school year
- Logical, streamlined process to be completed in four phases throughout the year
- Elimination of barriers to effective planning
- Extension of Closing the Gap Report (now due Jan. 1)
- Added flexibility and agility for schools to customize their plans while also complying with KDE requirements

What does KRS 160.345 say?

Each school council shall annually review data as shown on state and local student 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 158.645(1)(b) by April 1 of each year and submit the plan to the superintendent and local board of education for review as described in KRS 160.340. The Kentucky Department of Education shall provide each school council the data needed to complete the review required by this paragraph no later than October 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.

KRS 160.345(h)(2)(j)

Policy reminders

When KRS 160.345 was amended alongside Senate Bill 1 (SB1) during the 2017 legislative session, the **school space** policy line [KRS 160.345 (h)(2)(j)] was revised to include the following language: “Determination of use of school space during the school day related to improving classroom teaching and learning.” Please ensure that council members in your district are aware of this change and spend time reviewing the school space policy to confirm its angle is related to improving classroom teaching learning. If not, the policy will need to be revised. Additionally, KRS 160.345 now allows for an alternative principal selection process. Councils are not legally required to have a **principal selection** policy; however, this policy is deemed a KDE *best practice*. Should a council have this policy, it will likely need to be updated to include the alternative provision. As a reminder, KDE’s *best practice* recommendation is to have two readings prior to adopting a policy.

**Office of Next Generation
Schools and Districts**

Division of Consolidated Plans and Audits

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