

## SBDM training reminder

The SBDM training verification database is available on [KEPS Web Applications](#). All school council member verifications should have been entered into the database by Nov. 1. Those council members who are considered **new** must receive six hours of SBDM training in the “Introduction to SBDM” course. In addition, **KDE’s best practice guidance** is that any council member who has been away from council work for three or more years should receive the six-hour new member training. If a school council member participated in KET’s experienced member online training, list the trainer’s name as “KET Online.” If you do not have access to the SBDM council verification database in Web Applications, please ask your district WAAPOC for access rights. Questions concerning training verifications should be directed to [Ashlie Cox](#).

## Phase III - CSIP process

The development of goals, objectives, strategies and activities is slated to take place during Phase III of the continuous improvement process (Nov. 1-Jan. 1). The following continuous improvement reports should be completed during Phase III:

- Executive Summary – Provides schools with the opportunity to describe the strengths and challenges it encounters.
- Comprehensive Improvement Plan – The goals, objectives, and strategies that schools will focus on to meet needs and close the achievement gap.
- The Superintendent Gap Assurance – A signature page in which the superintendent reports to the commissioner if a school fails to meet its targets to reduce the gap in student achievement for two consecutive years.
- Title I Annual Review Diagnostic – An annual evaluation of the school’s Title 1 program.

Closing the Achievement Gap Diagnostic – Designed to underscore a school’s trend data relating to its individual gap groups.

According to [703 KAR 5:225](#), once the entire CSIP is completed, the school council must approve it before it is uploaded to the school website.

## CSI and TSI implications

To assist school leaders in understanding SBDM council implications for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools, the SBDM office has created a document that details such implications. That document can be found on the [SBDM Technical Documents](#) page.

## School profile report

The functionality to print the school profile report from the Kentucky School Report Card is now available. This tool is in place to help schools with creating a school profile report in a format that is print and signature ready. See [KRS 158.6453 \(20\)](#) for more details on school profile report requirements.

After ensuring accuracy, print the final School Profile Report for signatures.

- SB1 (2017) requires the School Profile Report be approved by the SBDM and include signatures of all SBDM members, the principal and the superintendent.
- If the school does not have an SBDM, it should be signed by the principal and the superintendent.
- Once complete, a hard copy must remain on file at central office and be available upon request.
- Schools must post to their school website on the web page provided in the Collection Tool no later than **Dec. 1**.

## Comprehensive Support and Improvement (CSI) schools and advisory leadership team guidance FAQ

Pursuant to [KRS 160.346](#), when a school is identified as a Comprehensive Support and Improvement (CSI) school, the authority of the school council is suspended and transferred to the superintendent. Alternatively, an advisory leadership team will be developed. The following questions and answers will provide more information on that process.

1. **What happens to our SBDM council?** Upon identification as a CSI school, the authority of the school's SBDM council is suspended and transferred to the superintendent. [703 KAR 5:280\(8\)](#).
2. **Do tenure rules still apply when making staffing decisions?** Yes.
3. **How often does the advisory leadership team meet?** The frequency of advisory leadership team (ALT) meetings should be determined by the school's principal in collaboration with the turnaround team. When held, meetings of the ALT must comply with open meetings laws in KRS Chapter 61. [703 KAR 5:280](#).
4. **What are the responsibilities of the ALT?** The ALT must follow the same rules as SBDM councils regarding minority participation, open meetings and open records. The team is responsible for providing support for systems that seek to build capacity in school leadership, promoting positive school climate and culture and supporting the continual use of data-driven decision making and support to school improvement. [703 KAR 5:280\(8\)](#).
5. **How is an ALT formed?** The ALT represents school stakeholders – including school leaders, teachers and parents – and is formed at the discretion of the principal with collaboration of the turnaround team. KRS 160.346(7)(g). In establishing the ALT, the principal of a school having 8 percent or more minority students enrolled, as determined by enrollment the preceding Oct. 1, must have at least one minority member serving on the ALT. [703 KAR 5:280\(8\)](#).
6. **Does the ALT receive the same training as an SBDM council?** The ALT is not required to receive training. However, ALTs are still required to follow the same minority membership rules and open meetings/records rules as SBDM councils and should be familiar with those rules.
7. **Does the ALT in a CSI school have the same responsibilities an advisory school council had in a previously identified priority school (e.g., assisting with policymaking, hiring, et cetera)?** The role of the ALT in a CSI school should be determined by the school's principal in collaboration with the turnaround team and may not have the same responsibilities previously delegated to an advisory school council in a priority school. By law, the ALT is responsible for providing support for systems that seek to build capacity in school leadership, promoting positive school climate and culture and supporting the continual use of data-driven decision-making to support school improvement. [703 KAR 5:280\(8\)](#).
8. **The statute says that the council's authority is suspended, but does not say that the council itself is suspended. Does the council still exist?** No. Suspension of a council's authority equates to suspension of the council itself. Accordingly, the council no longer exists and has no legal authority or requirements. At the discretion of the principal, in collaboration with the turnaround team, some or all members of a suspended council may be asked to serve on an ALT.
9. **Are we required to report the members of our ALT in the SBDM database?** Yes.
10. **Our school has begun the process of electing a new SBDM council, but we have not completed the process. What do we do?** Your school and district leadership should collaborate with your turnaround team to determine how and when your ALT should be established. There is no need to continue to fill SBDM vacancies once the authority of the council is suspended.
11. **When does a CSI school regain SBDM authority?** According to KRS 160.346(13), "A school's right to establish a council granted under KRS 160.345 may be restored by the local board of education two (2) years after the school exits comprehensive support and improvement status."
12. **When do schools that were previously identified as priority schools regain council authority?** Schools that were previously identified as priority schools, but were not identified as CSI schools, have regained council authority this fall. The KDE SBDM consultant has contacted each school to assist in re-establishing a council.

Office of Continuous Improvement and Support

*Division of Consolidated Plans and Audits*

[Ashlie Cox](#)

Program Consultant

(502) 564-3791, ext. 4046