

## SBDM training reminder

The school-based decision making training verification web-application database is now available on [KEPS Web Applications](#). All school verifications should be entered into the database by Nov. 1. If a council member is **new**, he or she must take the SBDM six-hour course, “Introduction to SBDM.” In addition, **the Kentucky Department of Education’s best practice guidance** is that any council member having been away from council work for three or more years 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.” Questions concerning training verifications should be directed to [Natasha Napier](#).

## School report card kudos

A kudos and *thank you* are in order to each SBDM coordinator for verifying 2016-17 School Report Card data and entertaining an overkill of emails and final pleas. SBDM coordinators are tasked with several duties, and KDE relies heavily on their efforts in verifying the accuracy of information entered into the web-application database. Council member names are transferred from the SBDM database directly onto the School Report Card, which is why timely data entry and accuracy are key. Thank you.

HELPFUL REMINDERS	
COORDINATORS	<ul style="list-style-type: none"> <li>• Enter information into the database as soon as your schedule accommodates, but <b>prior to the Nov. 1</b> reporting date established in KRS 160.345.</li> <li>• Once council members have been elected and <b>if</b> the database is open for the current year’s information, go ahead and list those names. Training information can be entered at a later time.</li> <li>• Data can be edited along the way. Once you know of a change or realize a misspelling or other inaccuracy, feel free to go into the database and adjust the information.</li> </ul>
TRAINERS	<ul style="list-style-type: none"> <li>• Encourage participants to print names clearly and legibly on sign-in sheets.</li> <li>• Pass along sign-in sheets to the appropriate district contact (if your role is limited to trainer only) in a timely manner for data entry.</li> </ul>

## Minority membership

Schools that have 8 percent or greater minority membership in their student population based on the Superintendent’s Annual Attendance Report (SAAR) are required to have minority membership on their school council [KRS 160.345(2) (b)2]. Notification for schools based on this data can be found on KDE’s [SBDM web page](#). If councils require the addition of a minority parent and teacher member, the principal, based on the statute, must work with parent-teacher organizations to select minority parent and teacher representatives. Traditional six-member council membership will increase to eight (one administrator, three parents and four teachers). If you have questions, please contact [Natasha Napier](#).

# The new era of continuous improvement

As noted in the [August newsletter](#), 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. SBDM councils are responsible for annually reviewing data as shown on state and local student assessments, which should 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 reviewing the data, each school council, with the involvement of parents, faculty and staff, should develop and adopt a plan to ensure that each student makes progress toward meeting the goals set forth in KRS 158.645 and KRS 158.645 by April 1 of each year. KDE will provide data to councils no later than Oct. 1 of each year.

A key feature and change mentioned in last month’s newsletter was the transition from ASSIST to eProve, which is the platform that houses continuous improvement documentation. This transition occurred on Aug. 1. With any change or new initiative, questions are sure to follow:

QUESTION	ANSWER
<b>What’s currently in eProve?</b>	At this time, there is a single, school-level task in eProve – the “KDE Continuous Improvement Diagnostic” – which combines and streamlines several previously required diagnostics such as “The Missing Piece” and “Improvement Plan Stakeholder Involvement.” The KDE <i>Continuous Improvement Diagnostic</i> is due Oct. 1.
<b>Who has access?</b>	All district and school administrators listed as “Heads of Institution” in ASSIST as of Jan. 1 currently have administrative access to the eProve platform using the same login/password combinations. This <a href="#">quick reference card</a> provides guidance on enrolling and managing new users.
<b>How does user access work?</b>	In brief, users have three levels of access: administrative, edit and view. District-level administrators can create and manage users within the school and district. School-level administrators can create and manage users only within the school with which they are associated.
<b>When will more training be available?</b>	The full rollout of eProve is slated for October. KDE will offer regional trainings in conjunction with AdvancED following the Continuous Improvement Summit. The Office of Continuous Improvement will follow up with school principals and instructional supervisors with additional details.
<b>Who can I contact at KDE regarding eProve?</b>	Email <a href="#">Brandon Quick</a> with questions and for assistance establishing additional administrative users at the district level.
<b>Are there any upcoming deadlines?</b>	The <i>Continuous Improvement Diagnostic</i> is due <b>Oct. 1.</b>

# SBDM Checklist: A Well-Rounded Council Member

SBDM consultants are currently working to create a council member checklist to ensure teachers and parents are well-equipped to serve on the decision-making council. The following statements are being considered. Please take the time to review each of the statements below and offer your thoughts to the SBDM consultants. *What would you like to see added or clarified? What needs to be removed? How do you envision using this in your SBDM role?*

**DIRECTIONS:** Read each of the statements below and check either yes or no based upon your personal experience. Add any notes, comments, and/or questions in the last column as they relate to the corresponding statement. If you **cannot** settle on a yes or no, jot down why in the last column.

YES	NO	STATEMENTS	NOTES/COMMENTS/QUESTIONS
<input type="checkbox"/>	<input type="checkbox"/>	I can name the chair of the governance system (council).	
<input type="checkbox"/>	<input type="checkbox"/>	I am aware of my role on council.	
<input type="checkbox"/>	<input type="checkbox"/>	To my knowledge, the parent organization or largest group of parents formed for this purpose (elections) conducted the parent election.	
<input type="checkbox"/>	<input type="checkbox"/>	The teachers conducted their own elections and distributed their procedures to the staff prior to the election.	
<input type="checkbox"/>	<input type="checkbox"/>	I have already viewed my council's bylaws and/or I understand my council has its own operating procedures.	
<input type="checkbox"/>	<input type="checkbox"/>	I can distinguish the council's authority from that of the local board of education (i.e. Buildings, taxes, spending, calendars, curriculum, planning/achievement gaps, etc....).	
<input type="checkbox"/>	<input type="checkbox"/>	The principal uses a variety of communications to ensure all staff and community members are aware of what is going on within the school building including, but not limited to, SBDM council meetings.	
<input type="checkbox"/>	<input type="checkbox"/>	I have already received a copy of the <i>Open Meetings and Open Records Act</i> .	
<input type="checkbox"/>	<input type="checkbox"/>	I understand the decision-making process.	
<input type="checkbox"/>	<input type="checkbox"/>	It is clear that I have a say in helping the school reach its goal of closing achievement gaps.	
<input type="checkbox"/>	<input type="checkbox"/>	The school's policies are shared with all parents, teachers, and other community members.	
<input type="checkbox"/>	<input type="checkbox"/>	I understand the difference between the documents that govern the school itself versus that of the council.	
<input type="checkbox"/>	<input type="checkbox"/>	My council feels supported from the district.	
<input type="checkbox"/>	<input type="checkbox"/>	I know the name of my district's SBDM Coordinator.	
<input type="checkbox"/>	<input type="checkbox"/>	When I have an SBDM related question, I know at least three (3) sources with whom I could consult.	
<input type="checkbox"/>	<input type="checkbox"/>	I have already received copies of the <i>Student Free Speech and Religious Liberty Rights</i> statutes.	

**Office of Continuous Improvement and Support**

*Division of Consolidated Plans and Audits*

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