



**Kentucky Department of Education**

# **2016 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.**

**DEFINITIONS (Section 1)**

MINORITY (1)(a)	<p><b>For the purpose of this section:</b></p> <p>“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;</p>
SCHOOL (1)(b)	<p>“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:</p> <ol style="list-style-type: none"> <li>1. Exclusively vocational-technical, special education, or preschool programs;</li> <li>2. Instructional programs operated in institutions or schools outside of the district; or</li> <li>3. Alternative schools designed to provide services to at-risk populations with unique needs;</li> </ol>
TEACHER (1)(c)	<p>“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.</p>
PARENT (1)(d)	<p>“Parent” means:</p> <ol style="list-style-type: none"> <li>1. A parent, stepparent, or foster parent of a student; or</li> <li>2. A person who has legal custody of a student pursuant to a court order and with whom the student resides.</li> </ol>

**SBDM RULES (Section 2)**

REPORTING TO THE BOARD (2)(Opening paragraph)	<p>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 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:</p>
COUNCIL MEMBERS (2)(a)	<p>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</p>

	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.
REGULAR ELECTIONS (2)(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 pre-registered 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.
MINORITY MEMBER ELECTIONS (2)(b)(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:  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 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;
POLICY TO ENHANCE ACHIEVEMENT (2)(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.
COMMITTEES POLICY (2)(c)(1)	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.
AGENDA (2)(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.
MEETINGS (2)(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.
STAFFING (NUMBER OF PERSONS EMPLOYED) (2)(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.
TEXTBOOKS, INSTRUCTIONAL MATERIALS, AND STUDENT SUPPORT	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.

<p>SERVICES (2)(g)</p>	<p>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.</p>
<p>HIRING (2)(h)</p>	<p>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 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.</p> <p>2. a. i. 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.</p> <p>ii. Except as provided in subdivision b. of this subparagraph, 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;</p> <p>b. If a school council is in a county school district in a county with a consolidated local government adopted under KRS Chapter 67C, then an alternative principal selection process may be used as follows:</p> <p>i. Prior to a meeting called to select a principal, all school council members shall receive informational materials regarding Kentucky open records and open meetings laws and sign a nondisclosure agreement forbidding the sharing of information shared and discussions held in the closed session;</p> <p>ii. The superintendent shall convene the school council and move into closed session as provided in KRS 61.810(1)(f) to confidentially recommend a candidate;</p> <p>iii. The council shall have the option to interview the recommended candidate while in closed session; and</p> <p>iv. After any discussion, at the conclusion of the closed session, the council shall decide, in a public meeting by majority vote of the membership of the council, whether to accept or reject the recommended principal candidate;</p> <p>c. If the recommended candidate is selected, and the recommended candidate accepts the offer, the name of the candidate shall be made public during the next meeting in open session;</p> <p>d. i. If the recommended candidate is not accepted by the school council under subdivision b. of this subparagraph, then the process set forth in subdivision a. of this subparagraph shall apply.</p>

	<p>ii. The confidentially recommended candidate's name and the discussions of the closed session shall remain confidential under KRS 61.810(1)(f), and any documents used or generated during the closed meeting shall not be subject to an open records request as provided in KRS 61.878(1)(i) and (j).</p> <p>iii. A recommended candidate who believes a violation of this subdivision has occurred may file a written complaint with the Kentucky Board of Education.</p> <p>iv. A school council member who is found to have disclosed confidential information regarding the proceeding of the closed session shall be subject to removal from the school council by the Kentucky Board of Education under subsection (9)(e) of this section;</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6. Notwithstanding other provisions of this paragraph, if the applicant is the spouse of the superintendent and the applicant meets the service requirements of subsection (2)(e) of KRS 160.380, the applicant shall only be employed upon the recommendation of the principal and the approval of a majority vote of the school council.</p>
<p><b>MOST POLICY RESPONSIBILITIES</b> (2)(i)</p>	<p>The school council shall adopt a policy to be implemented by the principal in the following additional areas:</p> <ol style="list-style-type: none"> <li>1. Determination of curriculum, including needs assessment, curriculum development and responsibilities under KRS 158.6453(7);</li> <li>2. Assignment of all instructional and non-instructional staff time;</li> <li>3. Assignment of students to classes and programs within the school;</li> <li>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;</li> <li>5. Determination of use of school space during the school day;</li> <li>6. Planning and resolution of issues regarding instructional practices;</li> <li>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;</li> <li>8. Selection of extracurricular programs and determination of policies relating to student participation based on academic qualifications and attendance requirements, program evaluation, and supervision;</li> </ol>

	<p>9. Adoption of an emergency plan as required in KRS 158.162;</p> <p>10. Procedures, consistent with local school board policy, for determining alignment with state standards, technology utilization, and program appraisal; and</p> <p>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 situations in which members of the council are not available for consultation.</p>
<p>TEST ANALYSIS AND PLANNING (2)(j)</p>	<p>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 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 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 158.6451(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.</p>

**ISSUES FOR SCHOOL BOARD SBDM POLICY (Section 3)**

<p>The policies adopted by the local board to implement school-based decision making shall also address the following:</p> <p>(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;</p> <p>(b) Assessment of individual student progress, including testing and reporting of student progress to students, parents, the school district, the community, and the state;</p> <p>(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;</p> <p>(d) Professional development plans developed pursuant to KRS 156.095;</p> <p>(e) Parent, citizen, and community participation including the relationship of the council with other groups;</p> <p>(f) Cooperation and collaboration within the district, with other districts, and with other public and private agencies;</p> <p>(g) Requirements for waiver of district policies;</p> <p>(h) Requirements for record keeping by the school council; and</p> <p>(i) A process for appealing a decision made by a school council.</p>
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## **INSURANCE AND ADDITIONAL AUTHORITY (Section 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.

## **ABOLISHING A COUNCIL (Section 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 board district shall not be required to implement school-based decision making if the local school district contains only one (1) school.

## **COUNCIL TRAINING (Section 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 training has been completed. School council members elected to fill a vacancy shall complete the applicable training within thirty (30) days of their election.

## **ALTERNATIVE MODELS (Section 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 of approval. The application for approval of the model shall show evidence that it has been developed by representatives of parents, students, certified personnel, and the administrators of the school and that two-thirds (2/3) of the faculty have agreed to the model.

## **ALLOCATIONS AND PROFESSIONAL DEVELOPMENT (Section 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 councils to maximize professional development opportunities.

### **INTERFERENCE WITH THE COUNCIL (Section 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.

### **COUNCIL ACCOUNTABILITY (Section 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.

### **WELLNESS POLICY (Section 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.

### **PROGRAM REVIEWS AND WRITING PROGRAM KRS 158.6453**

(7) Program | Beginning in the 2011-2012 academic year, the Kentucky assessment program shall

Reviews	include program reviews and program audits for arts and humanities, practical living skills and career studies, and the writing programs. The results of the program reviews and audits of arts and humanities, practical living skills and career studies, and writing required under this subsection shall be included in the accountability system as required by KRS 158.6455.
(a) Arts and humanities  (b) Practical living skills and career studies	Each school-based decision making council shall analyze the findings from program reviews for its school and determine how it will address program recommendations to improve the program for students.
(c) Writing	<p>2. Each school-based decision making council or if there is no school council, a committee appointed by the principal, shall adopt policies that determine the writing program for its school and submit it to the Department of Education for review and comment. The writing program shall incorporate a variety of language resources, technological tools, and multiple opportunities for students to develop complex communication skills for a variety of purposes.</p> <p>3. Writing portfolios, consisting of samples of individual student work that represent the interests and growth of the student over time, shall be a required part of any writing program in primary through grade twelve (12). Portfolios shall be part of the required criteria for the program review and audit process relating to the writing program under this paragraph. Individual student scores on portfolios shall not be included in the accountability system.</p> <p>4. A writing portfolio shall be maintained for each student and follow each student from grade to grade and to any school in which the student may enroll.</p> <p>5. A school's policies for the writing program shall address the use of the portfolio for determining a student's performance in:</p> <ul style="list-style-type: none"> <li>a. Communication;</li> <li>b. Grading procedures and feedback to students regarding their writing and communication skills;</li> <li>c. The responsibility for review of the portfolios and feedback to students; and</li> <li>d. Other policies to improve the quality of an individual student's writing and communication skills.</li> </ul>

## 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.

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"> <li>• Arts and Humanities</li> <li>• Practical Living/Career Studies</li> <li>• Writing</li> <li>• K-3</li> <li>• World Language &amp; Global Competency</li> </ul>	Effective Teachers Effective Leaders  <b>*Currently on hold</b>

### 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 – Student performance (Novice, Apprentice, Proficient, and Distinguished) content area tests (reading, mathematics, science [limited to high school level [EOC Biology], social studies, and writing)
- Gap – Non-duplicated gap group is the percentage scoring Proficient and Distinguished in all content area tests. Non-duplicated gap group is aggregate of students in demographic categories (African American, Hispanic, American Indian, Limited English proficiency, students in poverty [free/reduced-price lunch], and students with disabilities).

- Growth – The growth calculation uses a student growth percentile measured in reading and mathematics. Points are awarded for a percentage of students growing at typical or high growth. The student growth percentile places students into academic peer groups and then calculates their improvement over a one-year period compared to the academic peer group.
- 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	33.3%	28%	20%
Gap	33.3%	28%	20%
Growth	33.3%	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.

### **WHAT COUNCILS DO**

<b>OVERALL DECISION AREA</b>	<b>SPECIFIC COUNCIL RESPONSIBILITIES</b>
PLAN	Targets for closing achievement gaps School Improvement Plan School Safety Plan Ungraded Primary Program
PLANNING PROCESS	Test scores analysis Alignment with state standards Technology use Program evaluation
PROFESSIONAL DEVELOPMENT	Professional Development

BUDGETS	Spending on staff Spending for textbooks, instructional materials, and student support Use of activity funds
POLICIES	Curriculum Staff time assignment Student assignment School Schedule School Space Instructional practices Discipline Extracurricular programs State standards alignment Technology Use Program evaluation Consultation Committees Parent Engagement (Title 1 schools only) College Level Courses Writing Emergency Plans Wellness (K-5 and any schools participating in Free and Reduced Lunch)
CONSULTATION PROCESS	Consultation for vacancies Consultation before principal selects people to be hired
PRINCIPAL SELECTION	Selection of new principal

## WHAT COUNCILS DO NOT DO

- Run school on a day-to-day basis
- Break state or federal laws
- Risk health and safety
- Risk lawsuits
- Make decisions outside their areas of responsibility
- Break contracts
- Spend money a school doesn't have
- Create a successful school without strong support from the whole school community

## **ASSIST (Adaptive System of School Improvement Support Tools)**

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.

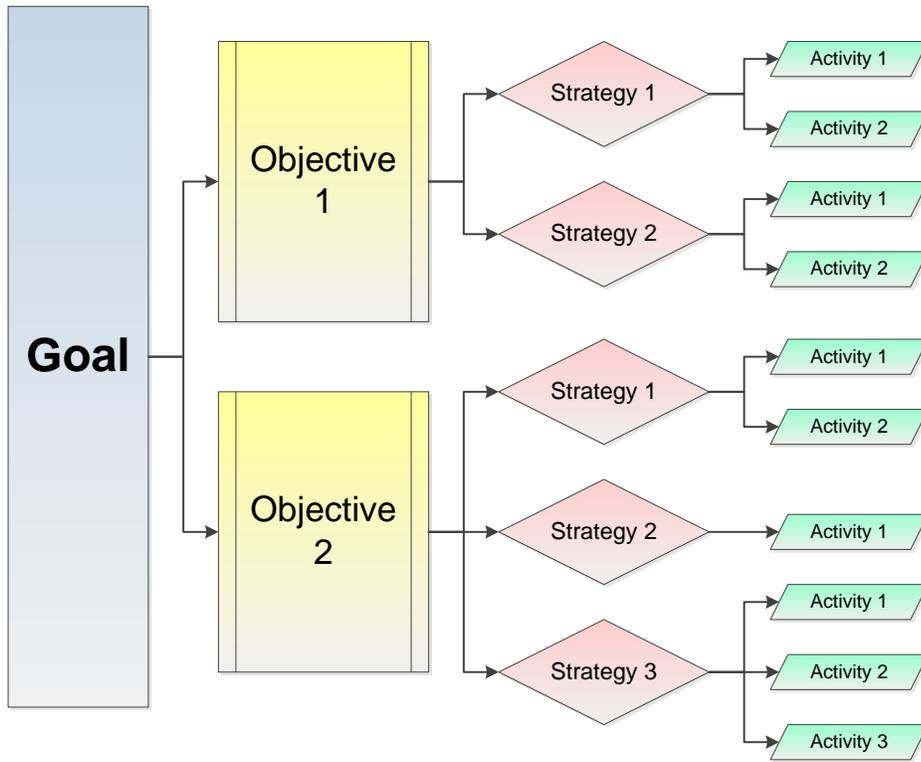
### **Who uses this system?**

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
Committee (if committees are established)	KRS 160.345(2)(c)2
Wellness (elementary schools and all schools receiving federal funds)	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)

## Student Free Speech and Religious Liberty Rights

KRS 158.186 requires that school-based decision making councils receive copies of the below listed statutes:

KRS 158.181	KRS 158.182	KRS 158.183
KRS 158.184	KRS 158.185	KRS 158.186
KRS 158.187		

### **KRS 158.181 Legislative findings**

(1) The General Assembly finds the following:

- (a) Judicial decisions concerning religion, free speech, and public education are widely misunderstood and misapplied;
- (b) Confusion surrounding these decisions has caused some to be less accommodating of the religious liberty and free speech rights of students than permitted under the First Amendment to the United States Constitution;
- (c) Confusion surrounding these decisions has resulted in needless conflicts and litigation;
- (d) The Supreme Court of the United States has ruled that the establishment clause of the First Amendment to the United States Constitution requires that public schools neither advance nor inhibit religion. Public schools should be neutral in matters of faith

and should treat religion with fairness and respect;

(e) Neutrality to religion does not require hostility to religion. The establishment clause does not prohibit reasonable accommodation of religion, nor does the clause prohibit appropriate teaching about religion;

(f) Accommodation of religion is required by the free speech and free exercise clauses of the First Amendment to the United States Constitution; and

(g) Setting forth the religious liberty rights of students in a statute would assist students and parents in the enforcement of the religious liberty rights of students and would provide impetus to efforts in public schools to accommodate religious belief in feasible cases.

(2) The purpose of KRS 158.181 to 158.187 is to create a safe harbor for schools desiring to avoid litigation and to allow the free speech and religious liberty rights of students to the extent permissible under the establishment clause.

### **KRS 158.182 Definitions for KRS 158.181 to 158.187**

As used in KRS 158.181 to 158.187, unless the context requires otherwise:

(1) "Establishment clause" means the portion of the First Amendment to the United States Constitution that forbids laws respecting an establishment of religion;

(2) "Free exercise clause" means the portion of the First Amendment to the United States Constitution that forbids laws prohibiting the free exercise of religion;

(3) "Free speech clause" means the portion of the First Amendment to the United States Constitution that forbids laws abridging the freedom of speech;

(4) "Public school" means any school that is operated by the state, a political subdivision of the state, or a governmental agency within the state; and

(5) "Student" means an individual attending a public school.

### **KRS 158.183 Prohibited acts by students -- Rights of student -- Administrative remedies.**

(1) A student shall have the right to carry out an activity described in any of paragraphs (a) to (d) of subsection (2) of this section, if the student does not:

(a) Infringe on the rights of the school to:

1. Maintain order and discipline;

2. Prevent disruption of the educational process; and

3. Determine educational curriculum and assignments;

(b) Harass other persons or coerce other persons to participate in the activity; or

(c) Otherwise infringe on the rights of other persons.

(2) Subject to the provisions of subsection (1) of this section, a student shall be permitted to voluntarily:

(a) Pray in a public school, vocally or silently, alone or with other students to the same extent and under the same circumstances as a student is permitted to vocally or silently reflect, meditate, or speak on nonreligious matters alone or with other students in the public school;

(b) Express religious viewpoints in a public school to the same extent and under the same circumstances as a student is permitted to express viewpoints on nonreligious topics or subjects in the school;

(c) Speak to and attempt to discuss religious viewpoints with other students in a public school to the same extent and under the same circumstances as a student is permitted to speak to and attempt to share nonreligious viewpoints with other students. However,

any student may demand that this speech or these attempts to share religious viewpoints not be directed at him or her;

(d) Distribute religious literature in a public school, subject to reasonable time, place, and manner restrictions to the same extent and under the same circumstances as a student is permitted to distribute literature on nonreligious topics or subjects in the school; and

(e) Be absent, in accordance with attendance policy, from a public school to observe religious holidays and participate in other religious practices to the same extent and under the same circumstances as a student is permitted to be absent from a public school for nonreligious purposes.

(3) No action may be maintained under KRS 158.181 to 158.187 unless the student has exhausted the following administrative remedies;

(a) The student or the student's parent or guardian shall state his or her complaint to the school's principal. The principal shall investigate and take appropriate action to ensure the rights of the student are resolved within seven (7) days of the date of the complaint;

(b) If the concerns are not resolved, then the student or the student's parent or guardian shall make a complaint in writing to the superintendent with the specific facts of the alleged violation;

(c) The superintendent shall investigate and take appropriate action to ensure that the rights of the student are resolved within thirty (30) days of the date of the written complaint; and

(d) Only after the superintendent's investigation and action may a student or the student's parent or legal guardian pursue any other legal action.

**KRS 158.184 Construction favoring establishment clause, religious liberty, and free speech.**

(1) Nothing in KRS 158.181 to 158.187 shall be construed to affect, interpret, or in any way address the establishment clause.

(2) The specification of religious liberty or free speech rights in KRS 158.181 to 158.187 shall not be construed to exclude or limit religious liberty or free speech rights otherwise protected by federal, state, or local law.

**KRS 158.185 Construction prohibiting school employee from leading, directing, or encouraging religious or anti-religious activity in violation of establishment clause.**

Nothing in KRS 158.181 to 158.187 shall be construed to support, encourage, or permit a teacher, administrator, or other employee of the public schools to lead, direct, or encourage any religious or anti-religious activity in violation of the portion of the First Amendment of the United States Constitution prohibiting laws respecting an establishment of religion.

**KRS 158.186 Copies of law to local school board and school-based decision making council.**

The Department of Education shall send copies of KRS 158.181 to 158.187 to each local school board and school-based decision making council in Kentucky on an annual basis.

**KRS 158.187 Short title for KRS 158.181 to 158.187.**

KRS 158.181 to 158.187 may be cited as the Nicole Hadley, Jessica James, and Kayce Steger Act.

## **Sample Election Protocols**

### **Nomination Process:**

- **How will persons be nominated?**
- **What will the timeline be?**
- **How will the ballot be prepared once nominations are made?**

### **Voting:**

- **How will the voting process take place and under what time frame?**
- **When, where and how will the election take place (election with polls or an election during a schoolwide parent meeting)?**
- **Who will be responsible for administering the election?**
- **How will ballots be secured?**
- **How will the election be monitored?**
- **How will the candidates be notified of results?**
- **How will “tie-votes” be handled?**
- **Will absentee ballots be accepted, and how will those be handled in case of a runoff election?**

### **Procedures for determining representative**

- **What will be the method for counting votes from the election (who, when, where)?**
- **What will be the process for informing the school community of the results of the election?**

### **Vacancies**

- **What are the procedures of notification and voting for vacant positions?**

## **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

<b>OPEN MEETINGS STATUTE APPLIES WHENEVER:</b>	
<ol style="list-style-type: none"> <li>1. A majority of the school council or committee is present.</li> <li>2. Business is discussed even if no action is taken.</li> </ol>	
<b>REGULAR MEETINGS</b>	<b>SPECIAL MEETINGS</b>
<ol style="list-style-type: none"> <li>1. The school council and each of its committees set its own regular meeting schedule.</li> <li>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.</li> <li>3. The schedule must list the dates, times, and place for each regular meeting.</li> <li>4. The schedule must be available to all stakeholders and to any media agency that request it. It is best practice to give the district SBDM coordinator a copy of all regular meeting schedules to keep at the district office.</li> </ol>	<ol style="list-style-type: none"> <li>1. The chairperson or a majority of the school council members can call a special meeting outside the regular meeting schedule.</li> <li>2. Written notice must be provided to all members of the school council or the committee either by fax, regular mail, email or hand delivery 24 hours in advance of the meeting.</li> <li>3. The notice must include the date, time, place and agenda of the meeting.</li> <li>4. A special meeting agenda cannot be amended.</li> <li>5. It is best practice to send a copy of the special meeting notice to the district SBDM coordinator and any media agencies that request it.</li> </ol>
<b>OPEN and CLOSED SESSIONS</b>	
<ol style="list-style-type: none"> <li>1. All regular and special meetings are open to the public.</li> </ol>	

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, an announcement is made that a closed session is needed, describing the general topic to be discussed and saying which subsection of the law allows a closed session for that issue. 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

## Staffing Allocations and KRS 157.360

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. As outlined in KRS 157.360(5)(a), base funding levels include:

24:1 for primary grades

28:1 for grade 4

29:1 for grades 5 and 6

31:1 for grades 7 to 12

An addition to these base levels is a requirement for secondary schools that includes a maximum of 150 per-pupil hours [KRS 157.360(5)(b)].

Two parts of the staffing base funding levels can cause confusion for school council members and others in the school community: base levels for primary grades and the 150 per-pupil hours for secondary schools. Note that school councils are not bound by these maximum class size limits once the school receives the allocations. School councils determine, within the number of staff allocated, the job classifications for each of the positions.

## Understanding Primary Program Allocations

Primary school is defined in KRS 158.031 as being multi-aged groupings. To this effect, the allocation of staff for primary school is based on the total number of students

included in an enrollment from the time they enter school (i.e., kindergarten) to the time they exit (i.e., grade3). Therefore, as a school district determines the staff for the primary grades at an elementary school, the school district will add the total number of students in the primary grades as a whole and then divide by a maximum of 24 (number can be lower based on district choice in the allocation formula) to get the number of teacher positions. For elementary schools that have determined that they will have a graded primary program, this may mean that one grade may have more than 24 students per classroom teacher and another grade may have less than 24 students per classroom teacher.

## **Understanding Secondary School Allocations**

When KRS 157.360 was enacted, most secondary schools operated on a six-period day within semester schedules. Scheduling concepts such as alternative models and block schedules including trimester schedules were not factored into legislation. Once the base level funding language is added into the staffing allocation formula, class size loads for middle and secondary school classroom teachers cannot exceed the equivalent of 150 pupil hours per day. This means that each classroom teacher who is allocated to grades 7-12 cannot have more than 150 per-pupil hours. One hundred-fifty per-pupil hours of instruction during a six-hour school day would yield a ratio of 25:1. Again, school councils are not bound by these maximum class size limits once the allocations are received by the school. School councils determine, within the number of staff allocated, the job classifications for each of the positions.

## **Sample School Wellness Policy**

### **PURPOSE:**

The purpose of the \_\_\_\_\_ School wellness policy is to ensure that all students at \_\_\_\_\_ School are provided with a safe and healthy environment that promotes wellness through high quality health education and physical education to enrich student learning and ensure success. We believe student health is closely associated with academic achievement, attendance rate and behavior supports, thus our students need to be striving for healthy lifestyles.

### **SCHOOL NUTRITION:**

- Our school will serve healthy meals to children with plenty of fruits, vegetables, whole grains, and low-fat milk.
- Meals will be moderate in sodium, low in saturated fat, and have zero grams of trans fat.
- Parents may block the purchase of “extras” from their child’s cafeteria account.
- In compliance with the Healthy Hunger Free Kids Act, any food item offered for sale through a vending machine, school store, or fundraiser on school property shall meet the state requirements.
- Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional.

## **NUTRITION EDUCATION AND PROMOTION:**

- To promote hydration, free, safe unflavored drinking water will be available to all students throughout the school day. Students will also be allowed to bring and carry water bottles filled with water with them throughout the day.
- School ensures content of the Health Education Curriculum is frequently integrated into all content areas to meet the health and safety needs of all students.
- Price nutritious foods at a lower cost and raise price of less nutritious foods.
- Include nutrition education training for teachers and other staff.

### **Fundraising**

School fundraising activities will not involve food or will only use foods that meet above nutrition or portion size standards for food and beverages sold individually. Schools will encourage fundraising activities that encourage physical activity such as walk-a-thons or fun runs.

### **Celebrations and Rewards**

Schools will not use foods or beverages, especially unhealthy foods or beverages, as rewards for academic performance or good behavior. The school will provide teachers a list of alternative ways to reward children.

Schools should limit celebrations that involve food during the school day to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages.

### **Food Marketing**

Schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages. School based marketing of brands promoting low-nutrition foods and beverages is prohibited.

Marketing is most effective when implemented consistently by school staff and teachers, parents, students and the community.

### **Communication with Parents**

The school will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on website, and provide lunch menus. Schools should encourage parents to pack healthy lunches and snacks that meet the nutrition standards.

## **PHYSICAL ACTIVITY:**

Physical activity can take place in the school through physical education, recess and classroom-based physical activity. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education class. All students will receive at least 30 minutes of physical activity outside of physical education class. This can occur through:

- Lesson plans including planned student movement and integration into academic lessons.
- Recess- at least 20 minutes of recess time is allocated and supervised each day.
- Incentives to encourage each class to engage in physical activity.

Our school will prohibit the use of physical activity as punishment and withholding of physical activity for behavior management.

**PHYSICAL EDUCATION:**

- A certified physical education teacher will provide instruction. The instruction will be consistent with national and state standards for physical education.
- Students will receive the equivalent of 150 minutes of physical education per week.
- The physical education program will promote student physical fitness through individualized fitness and activity assessments.

**MEASUREMENT AND EVALUATION:**

In compliance with 702 KAR 6:090, \_\_\_\_\_ School will utilize the Alliance for a Healthier Generation’s Healthy Schools Program to evaluate the school environment. This report will be shared annually with the district as required by KRS 160.345(11) and release the report at least 60 days prior to the public forum. Results will be reported to parents and community stakeholders via the school’s website.

The provisions of this policy shall be implemented to comply with provisions required by federal law, state law, or local board policy. If any specific requirement above does not fit with those rules, the principal shall notify the council so that the policy can be amended to fit.

## 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:** A national education company, with an office in Kentucky, which provides school improvement and accreditation resources for Kentucky schools and districts. The ASSIST planning program and the standards used for diagnostic reviews of persistently low achieving schools are both AdvancED products.

**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)

**Apprentice:** A student performance level that is below Kentucky's standards for student performance; stronger than novice work but weaker than proficiency.

**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

**Audit:** A careful check or review of something

**Average Daily Attendance (ADA):** the total number of days of student attendance divided by the total number of days in the regular school year; used to determine SEEK funding to districts and materials allocations to schools.

**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

**Career Studies:** Learning about finding and keeping jobs; included in the Kentucky Core Academic Standards and part of the program review with practical living.

**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. Stephen Pruitt

**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. Stephen Pruitt

**Common Core Standards:** Sets of standards developed by a voluntary consortium of states; designed to align elementary and high school education with college readiness requirements. English/Language Arts and Mathematics standards were the first to be developed by the consortium. Kentucky formally adopted the standards, calling them Kentucky Core Academic Standards.

**COMPASS:** an untimed, computer-adaptive college placement test given at Kentucky high schools to 12<sup>th</sup>-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

**Continuous Instructional Improvement Technology System (CIITS):** A web-based resource for Kentucky teachers designed to be a "one-stop shop" for the 21<sup>st</sup>-century resources needed for highly effective teaching and learning in their classrooms.

**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

**Diagnostic Review:** Process examining the extent to which a school (or school system) has enacted effective policies, practices, conditions, and cultures that maximize learner success and support continuous improvement of student achievement

**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

**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)

**End-of-Course (EOC) Exams:** Tests used as a major component of high school assessment and accountability. Assessments for English II, Algebra II, Biology and US History, purchased as part of ACT's QualityCore program, were first used during the 201-2012 school year.

**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 Association of School Councils (KASC):** a not-for-profit membership organization supporting school councils as they work to help students succeed.

**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 Educational Television (KET):** Kentucky's preeminent public media organization that provide online SBDM training

**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: one of two measures that can be given to students to meet the career ready technical portion of college and career readiness.

**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

**Novice:** A low student performance level, but consistent with a student having made an effort.

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

**Open Meetings Law:** Kentucky law protecting rights of citizens and the press to attend meetings of school councils, committees created by councils, school boards and many other government agencies.

**Open Records Act:** Kentucky law providing for rights of citizens to review records of school councils and many other government agencies.

**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 (PGES):** 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

**Quorum:** The number of members present at a school council meeting where business can be conducted or actions taken; this number is noted in school council by-laws.

**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

**Superintendent's Annual Attendance Report (SAAR):** provides a summary of each district's aggregate attendance data for the entire school year

**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

**TELL KY:** A survey document that gives every certified staff member in Kentucky's public schools an opportunity to provide feedback to their schools, districts, and state agencies concerning working conditions in areas such as leadership, facilities, resources, professional development, empowerment and time. (TELL stands for Teaching, Empowering, Leading and Learning).

**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.