Backpack of Success Skills
In Jefferson County Public Schools (JCPS), we are preparing to launch powerful work that will transform our school district and this community. This initiative, our Backpack of Success Skills, is the result of ten months of taking a long, hard look at our data, acknowledging where we are, articulating where we need to be, and clearly designing a plan that ensures that we increase learning and equip students with the skills they need to be successful in school and in life. This concept, developed with our educators and community partners, will be a national model that shows how a city can work together to provide equitable access and improved outcomes for every student—no matter what ZIP code he or she lives in or what school he or she attends. As a result, we will see increases in student achievement and transition readiness that will top other urban school districts and make Louisville the number one city in the United States for education attainment and opportunities.

When we started the process, our data showed widening achievement gaps as well as unacceptable reading and math proficiency rates on state and national tests and clear evidence that many of our students were not ready for key transitions in their educational journeys. In a large school district with high student mobility, we had no way to track students’ proficiency across the district and no way to make personalized instructional adjustments for struggling students during the school year. We only had state testing data from the previous school year, and each new school the student attended had to assess the student’s current content knowledge. We were wasting precious time and finding out way too late if a child was behind. This was coupled with a lack of a districtwide instructional focus. In short, we were on a journey with no map. We needed an immediate and effective plan to build a firm foundation with a laser-like focus on literacy and numeracy—a plan that ensures all students will be actively engaged in their learning and ready for key educational transitions, all while developing the critical skills they need to be successful after graduation.

We started the journey by working backward, clearly defining what we want all students to know and what skills we want all students to have when they graduate. We outlined clear expectations that all of our students, regardless of race, gender, or socioeconomic level, must be academically prepared, good citizens, creative thinkers, and excellent communicators and collaborators.

To bring the plan to life—after extensive input from our educators and community leaders—JCPS developed what we are calling the Backpack of Success Skills. This initiative, which will be presented to our board in June and rolled out to our schools in August 2018, identifies five key areas, or success skills, with which every student will be equipped before graduating. Those skills include being prepared and resilient learners, globally and culturally competent citizens, emerging innovators, effective communicators, and productive collaborators. Every JCPS student, beginning in kindergarten, will have a digital backpack in which he or she will collect evidence of his or her development in each of these areas each year. In addition, each student will be asked to defend his or her readiness at the key transition points of fifth grade, eighth grade, and graduation.

This Backpack of Success Skills will be a transformational education initiative that we believe will become a national model. Students are at the center, taking an active role in their learning experiences and bearing responsibility for deciding what artifacts best represent their development of content knowledge and the five success skills. Students will be continually challenged to reflect on their learning, to set goals, and to create plans for ongoing improvement.

continued on page four
New Principals Selected

Todd Stockwell—Doss High School

Todd Stockwell’s journey in education started with a bachelor’s degree in Middle Grades Education from Western Kentucky University (WKU) in December of 2000. Immediately after graduating from WKU, he began his teaching career as a seventh-grade language arts teacher at Westport Middle School. In 2005, Stockwell received his master’s degree in Guidance Counseling from the University of Louisville (UofL). He then worked the next five years as a guidance counselor at Fern Creek High School. In 2009, he obtained his Specialist in Education degree from UofL and began working as an assistant principal at Jeffersonsontown High School. He has spent the last three school years at Doss High School as an assistant principal and interim principal. In May 2018, Stockwell was named the permanent principal at Doss High School. Stockwell’s entire 18-year educational career has been spent in the JCPS system.

Stockwell is the proud father of two JCPS students. Cooper, 8, is going into the fourth grade at Stopher Elementary and Georgia, 5, will be joining her brother at Stopher in kindergarten this August. Stockwell is also a JCPS graduate (Ballard High School ’96).

The vision at Doss High School is: Be Passionate. Be Engaged. Be the Best Version of Yourself. Stockwell uses this vision every day that students walk through the doors at Doss High School. He also uses it when working with his SBDM Council. Being as collaborative as possible in working with members of the SBDM Council as well as the entire Doss community is extremely important when making all decisions for the school. In order to provide students with opportunities they need for success and for students/staff to be the best version of themselves, a strong well represented SBDM council is critical in moving the needle forward at Doss. At the end of the day, Stockwell wants to provide students with a real-world, relevant learning experience and a school that students can be proud to call their alma mater. Stockwell is excited about the future of Doss High School and is very proud to be the principal.

Kristie O’Bannon—Highland Middle School

Kristie O’Bannon’s journey as an educator started at UofL, where she received her undergraduate and graduate degree that prepared her to teach middle school social studies. She started her 14-year career in JCPS at Noe Middle School, where she taught eighth-grade social studies. She was also a team leader and served on the SBDM Council at this time. She attended Bellarmine University, where she received her second master’s degree in K–12 Leadership. She then became a JCPS social studies resource teacher, then went on to become an assistant principal at Robert Frost Middle School and Bloom Elementary School. She then decided to further her education by working on her Ed.D. at Bellarmine University. Her variety of experiences at varying educational levels has truly taught her an appreciation for the developmental levels of each student and how schools can tailor the educational experience to meet each child at their level and create vertical experiences to ensure that students are ready to take the next step from elementary to middle school, and from middle to high school. O’Bannon is excited to be a member of the Highland Middle School family and is elated to be back in middle school. She believes that educators have servant hearts, and this is needed in middle school, where students are really finding their identity and their place in the world. The International Baccalaureate (IB) program supports this mantra as well. As the principal, she looks forward to working with SBDM to grow the IB program, the award-winning band, chorus, orchestra, and art programs and provide collaborative policies and procedures to ensure the academic and social success of every student in the building through enhanced educational opportunities and multiple opportunities for student voice and choice.

Jarrad Durham—Jeffersontown High School

Jarrad Durham’s journey in education started at Spalding University, where he obtained a bachelor’s degree in secondary education. He started his 15-year career in JCPS teaching social studies at Westport Middle School. The next year, he moved to Fern Creek High School where he was hired as a social studies teacher as well as a baseball coach for eight years. During this time, O’Bannon is the proud parent of one child, Cade, who attended Highland Middle and graduated from Atherton High School in 2017. He is a freshman at UofL. She is also the proud parent to one fur baby, Ms. Bebe, who visited students at Bloom Elementary and will visit students at Highland Middle. O’Bannon is a proud JCPS graduate; she attended Camp Taylor Elementary, Meyzeek Middle, and duPont Manual High School. Ms. O’Bannon instills the value of hard work and self-confidence into every student that she meets, as she believes that these two components are vital to being successful in life.

O’Bannon is excited to be a member of the Highland Middle School family and is elated to be back in middle school. She believes that educators have servant hearts, and this is needed in middle school, where students are really finding their identity and their place in the world. The International Baccalaureate (IB) program supports this mantra as well. As the principal, she looks forward to working with SBDM to grow the IB program, the award-winning band, chorus, orchestra, and art programs and provide collaborative policies and procedures to ensure the academic and social success of every student in the building through enhanced educational opportunities and multiple opportunities for student voice and choice.

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New Principals Selected
(continued from page two)

Kymberly Rice—
The Academy @ Shawnee

Adrian Oldham—
Smyrna Elementary

Shalonda Foster—
Western Middle School for the Arts

he completed his master’s and Rank I in instructional leadership. In 2009, Durham was moved to the building assessment coordinator role, and in 2011, he was hired as an assistant principal at Fern Creek High School, where he worked for 13.5 years. In March 2018, he was honored to be selected as principal at Jeffersontown High School and is looking forward to being a member of the Jeffersontown family and community.

Durham comes from a family of educators, where his mother was a teacher and principal for 26 years, his father was a middle and high school teacher for 42 years, and his sister is a current JCPS teacher with 13 years of experience.

He wants to be visible with the greater school community through positive relations with the city of Jeffersontown. He is honored to have the opportunity to work with a school that is rooted in such a passionate community. Durham is committed to working with the community and seeking input from the leaders to strive toward producing students who are college- and career-transition ready. He wants the community to be proud of our students and our school.

Durham is committed to supporting teacher innovation and having a positive impact on school culture and climate through a shared vision.

Kymberly Rice
The Academy @ Shawnee

Kymberly Rice's journey as an educator began when she decided that she no longer wanted to attend medical school as originally planned. She continued taking classes at UofL to complete her degree in biology while working as a substitute teacher for JCPS. It was then that the desire to become a teacher was fueled even more so she applied for and was accepted into the first cohort group of the Alternative Certification for Elementary and Secondary (ACES) and became certified to teach grades five through nine math and science classes. Rice has a bachelor of arts in biology from UofL and a master’s degree in educational leadership from WKU. Currently, Rice is working on obtaining her superintendent’s certification and will begin work this fall on a doctorate.

During Rice’s 25 years as an educator, she has been fortunate to serve students in a variety of capacities. She worked as a teacher at Newburg Middle School before leaving JCPS to become the first African-American principal in the history of Shelby County Public Schools. Rice served as an administrator there for eight years until she became an educational recovery leader for the state of Kentucky, working at schools in Fayette, Frankfort, and Jefferson counties in their turn-around efforts. In February 2013, Rice became the principal at Western Middle School for the Arts, leading their efforts to become one of the most sought after schools in JCPS. In March 2018, Rice accepted the offer to become the next principal at the Academy @ Shawnee, where she will focus her talents on moving students forward in achievement.

Rice is the proud mother of two children, Miles, 22, and Myah, 19. Myah is a member of the UofL Cheer team. Rice has been married for 25 years to her wonderful husband, Chester, a retired Louisville firefighter. She considers her family one of the best things that has ever happened to her.

Rice firmly believes that being a principal is the best job she has had. She enjoys touching the lives of students, families, and teachers on a daily basis. Her mantra for this school year is, “If it doesn’t challenge you, it doesn’t change you.” She is looking forward to making the Academy @ Shawnee one of the top schools in the district. Rice believes there is a lot of potential at the school, and because of this, she looks forward to showing up and doing the work.

Adrian Oldham
Smyrna Elementary

Dr. Adrian Annette Oldham is a native of Bowling Green, Kentucky. Her journey as an educator began long before she ever attended school. She was born into a family of educators. Her mother, father, sister, two aunts, and two nephews are all educators. She received her bachelor of science degree in Elementary Education and Special Education K–12 from UofL in 1997. She began her 22-year teaching career in JCPS teaching middle school at the site of her student teaching placement Waller-Williams Environmental School. She also taught intermediate grades at Waller-Williams before transferring to teach fourth and fifth grade at Wheatley Elementary in 2000.

During her time at Wheatley, she had the opportunity to learn and grow as a teacher and leader, eventually transitioning into the role of instructional coach. It was during this time that she completed her master of Elementary Reading from UofL and her Rank I in Educational Leadership K–12 from WKU. In 2006, Oldham was selected to work for the Kentucky Department of Education (KDE) for two years as a Highly Skilled Educator before moving into the
Not only is the Backpack of Success Skills about making sure students are well-prepared along their educational journeys, it is also about equity. In order to have the kind of evidence needed for their backpacks, all students must have the opportunity to take part in rich, meaningful learning experiences. This means all educators will provide instruction that will engage and inspire our students and provide equitable access to high-quality educational experiences for every student in every school in every classroom.

The model will allow us to check the academic pulse of students at multiple times throughout the year and provide interventions immediately for students who might not be meeting grade-level requirements or be on track for key transitions. For those students who are not meeting grade-level or transition-readiness expectations, we must call on this community to help JCPS extend the learning day and/or learning calendar to help students master the standards and be prepared for the next transition. This will entail thousands of JCPS students extending the school year in the summer of 2019 through engaging activities that also support literacy and numeracy.

We’ll be able to measure our progress by reviewing backpack data, and we’ll know we’re successful when every student is creating high-quality artifacts, reaching academic growth targets, and graduating with at least one plan underway leading to a successful postsecondary transition. This will lead to higher student proficiency rates on state and National Assessment of Educational Progress assessments.

Our schools and our community are on board and ready to create a unique and inspiring opportunity for all of our students. Our students deserve this. Our community needs this, and our business partners support this. This is an innovative education initiative unlike any in the country. It will increase achievement and opportunities for every student in JCPS, putting us on the map as a place where the world comes to learn about how we reimagined the student experience and how JCPS became the number one urban school district in America.

We will measure transition readiness for every student on a regular basis. We will clearly know when each student is equipped to move successfully from elementary to middle school, middle to high school, and from high school to college, the military, or a career. We will have an unprecedented focus on literacy and numeracy, and as result, we will see clear growth for every student in reading and math reflected on both state and national assessments. There has never been a more exciting time to be a part of JCPS. We hope you’ll grab your backpacks and join us on this transformational journey.

The Racial Equity Analysis Protocol (REAP)

By Krista Drescher-Burke, Community Data Specialist, Department of Equity and Poverty Programs

The REAP is meant to be used to guide discussion and reflection on the impact of all policies (i.e., not just those directly related to racial equity policy or school plan), and how they will disproportionately impact one or more racial/ethnic group. The following questions should be discussed by all council members prior to making any decisions:

1. What is the overarching purpose of the proposal/initiative?
2. Is the initiative or policy resourced to guarantee full implementation and monitoring?
3. Which racial/ethnic groups could be inequitably affected by this policy? How?
4. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?
5. What unintended consequences could result from the policy (racial inequities or otherwise)?
6. Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the proposal? How did the process go? What was the feedback?
7. What factors may be producing and perpetuating racial inequities associated with this issue? Does this policy or initiative deepen these inequities or improve them?
8. Who (i.e., individual, department, team, etc.) is the main driver for improving racial equity for this particular proposal/initiative?

Council Committee Meeting Reminders

As your council makes plans to utilize council committees, please keep in mind the following:

KRS 61.820 requires that:

- All meetings of all public agencies of this state, and any committees or subcommittees thereof, shall be held at specified times and places which are convenient to the public. In considering locations for public meetings, the agency shall evaluate space requirements, seating capacity, and acoustics.

- All public agencies shall provide for a schedule of regular meetings by ordinance, order, resolution, bylaws, or by whatever other means may be required for the conduct of business of that public agency. The schedule of regular meetings shall be made available to the public.

Additionally, KRS 160.345 requires the following:

- 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.

- 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.

The beginning of the school year is a great time to review your council bylaws and Committees policy to ensure that school shareholders have easy access to council committee meeting dates as well as a plan for inviting classified employees and parents to participate on these committees.
New Principals Selected (continued from page two)

role of principal of Laukhuf Elementary. Serving for eight years as principal, she had the honor of leading her school from Needs Improvement to a School of Distinction. While principal, she also completed her superintendent certification from Eastern Kentucky University (EKU) and her doctorate in Educational Leadership from Spaulding University. For the last two years, she has served in the role of director of Family Resource and Youth Services Center (FRYSC) for JCPS. She has one son, Miles Rhodes, 13, an eighth-grade student attending Newburg Middle School.

Early in her career, her students taught her valuable lessons that she has applied throughout her career: to always respect people and to value the importance of relationships. As the principal of Smyrna, she looks forward to working with the SBDM Council and school community to lead high levels of learning for all, build authentic relationships, and develop a strong and positive culture and climate.

Shalonda Foster Western Middle School for the Arts

Shalonda Foster is entering her twelfth year as a middle school educator. After receiving a master of arts in teaching degree from UofL, she began her career as a language arts teacher in Gwinnett County, Georgia. While there, she worked with diverse populations of students and served as a district professional development instructor. In 2011, Foster joined JCPS. While working as a teacher at Crosby Middle School, she received an educational specialist degree in instructional leadership and school administration from Bel-larmine University. She was hired as the assistant principal of Western Middle School for the Arts in March 2015. In July 2018, she became the school’s principal.

Foster is honored to have been named the new principal of Western Middle School for the Arts. She has a strong commitment to the students, staff, families and community. She is passionate about the arts, as her previous background as a singer allowed her to develop and use her voice to benefit others. As a leader, she is looking forward to the opportunity to give a voice to all stakeholders. One such way is through the leadership of Western’s SBDM Council. Foster is certain that decisions made through SBDM will cultivate the school’s mission to educate and inspire academic achievement through the arts.

Suggested Meeting Minutes Template

Below is a suggested meeting minutes template. When meeting, please ensure that all opening business items (such as agenda approval, approval of minutes, budget reports, etc.) are included in every regularly scheduled meeting.

School Name
Meeting Date
Meeting Location Within the Building
I. Call to Order—Chairperson’s name—Time
II. Roll and Attendance
  a. Members Present: Please list and include their role (e.g., parent, teacher, superintendent’s designate).
  b. Guests Present:
III. Opening Business
  a. Agenda Approval—First Motion/Second Motion/Consensus
  b. Good News Report
  c. Approval of Minutes—First Motion/Second Motion/Consensus
  d. Staffing Update
  e. Committee Reports—First Motion/Second Motion/Consensus

Meeting by Video Teleconference

By Ashlie Cox, SBDM Consultant, Planning Branch, Division of Consolidated Plans and Audits, Office of Continuous Improvement and Support, Kentucky Department of Education

KRS 61.826 was amended during the 2018 legislative session and now allows a public agency to conduct any meeting, including a closed meeting, through video teleconference. A video teleconference is defined as one meeting occurring in two or more locations in which individuals can see and hear each other by means of video and audio equipment. The statute, as amended, also says:

1. Notice of a video teleconference shall comply with the requirements of KRS 61.820 or 61.823 as appropriate. In addition, the notice of a video teleconference shall: (a) Clearly state that the meeting will be a videoteleconference; and (b) precisely identify a primary location of the video teleconference where all members can be seen and heard and the public may attend in accordance with KRS 61.840.

2. The same procedures with regard to participation, distribution of materials, and other matters shall apply in all video teleconference locations.

3. Any interruption in the video or audio broadcast of a video teleconference at any location shall result in the suspension of the video teleconference until the broadcast is resolved.

Keep in mind that attendance through video teleconference does count toward quorum, and voting can be done.

f. Budget Reports
   i. General Fund Flex
   ii. Activity Funds
   g. Individuals to Address the Council
IV. Student Achievement Report
V. Policy Review—First Motion/Second Motion/Consensus
VI. New Business
VII. Old Business
VIII. Announcements and Reminders
IX. Items to Be Addressed at the Next Meeting
X. Adjourn—Time—First Motion/Second Motion/Consensus
SCHOOL-BASED DECISION MAKING (SBDM) COUNCIL—INFORMED DECISION MAKING

<table>
<thead>
<tr>
<th>Ask Yourself</th>
<th>Ask Your Principal/Chairperson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I have access to the information necessary to make informed decisions prior to the council meetings?</td>
<td>Can you email me a copy of the meeting agenda, minutes to be approved, and any documents that we will be discussing/approving at our next meeting prior to that meeting?</td>
</tr>
<tr>
<td>Do I have current copies of the council bylaws and policies?</td>
<td>Are the bylaws and policies updated? If not, what is the plan to update the bylaws and policies to ensure that they promote student achievement?</td>
</tr>
<tr>
<td>How will I communicate council information to my role group?</td>
<td>How is the information contained in these policies communicated to stakeholders?</td>
</tr>
<tr>
<td>Do I have access to the most recent state test data?</td>
<td>How and when will the state test data be presented to the council?</td>
</tr>
<tr>
<td>Does the council discuss/analyze ongoing accountability data (beyond the state test data) to inform its decisions?</td>
<td>What accountability data will be regularly presented to the council?</td>
</tr>
<tr>
<td>Do I know how to access our current Comprehensive School Improvement Plan (CSIP)?</td>
<td>How will the council monitor the implementation of the CSIP?</td>
</tr>
<tr>
<td>How can I access our current budget?</td>
<td>How often will the council receive budgetary updates? How will these funds be monitored to ensure that they have the highest impact on student achievement?</td>
</tr>
<tr>
<td>Am I aware of the current process for the development of the CSIP and school budget?</td>
<td>Are there any improvements that need to be made to the current process to ensure that the council makes the most informed decisions possible?</td>
</tr>
</tbody>
</table>

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.

—KRS 160.345

CONTACT

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2018 Annual SBDM Survey Results

A total of 659 SBDM members participated in the survey, including parents (28.5%), teachers (32.8%), and principals (18.7%). Under the standard single model of an SBDM Council, there are two parents (33.3%), three teachers (30.0%), and one administrator (16.6%). While the size of the Council may increase, the proportions are to remain the same. The following statements are summaries from the survey:

Demographic Characteristics
- The respondents indicate that they represent Council membership at the elementary (66.2%), middle (16.5%), high (12.8%), combined (2.3%) and special (1.5%) level. At the time of the survey, there were Councils in 4 combined schools (2.9%), 91 elementary (65.7%), 22 middle (16.8%), 17 high (14.6%), and 2 special (1.5%) schools.
- The respondents indicate that their ethnicity is African-American (19.7%), White (69.7%), Latino (0.8%), other (2.4%), or did not answer (7.4%). Schools with a student minority population of 8 percent or more are required to have at least one minority representative (in any of the role groups) on the SBDM Council (KRS 160.345). All JCPS schools meet this requirement.
- The respondents indicate that their gender is male (20.5%) or female (73.9%) or did not answer (5.6%).
- The respondents indicate their age group to be under 30 (8.0%), 30–55 (79.7%), 56+ (6.5%), or did not answer (5.8%).
- The respondents indicate their level of education to be some high school (0.0%), high school diploma (1.4%), some college (7.6%), or college diploma (88.8%) or did not answer (2.3%).
- The respondents indicate that they have served on the Council less than one year (32.0%), 1–2 years (28.4%), 3–5 years (25.0%), or 6+ years (14.6%).

General Overview
The respondents (94.7%) indicate that they are usually or always given the information needed to make informed decisions.
- The respondents (92.9%) indicate that the SBDM Council has an average or high impact on student achievement.
- The respondents (89.5%) indicate that their Council reviews state assessment data two or more times a year.
- The respondents (85.6%) indicate that decisions are made by all Council members.*
- The respondents (80.3%) indicate that the training activities usually or always relevant.

Table 1: The perceptions of SBDM Council members of the extent to which SBDM policies have directly or indirectly affected student achievement.*

<table>
<thead>
<tr>
<th>Policy</th>
<th>None to Low %</th>
<th>Average to High %</th>
<th>No Policy %</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Alignment With State Standards</td>
<td>7.1</td>
<td>92.7</td>
<td>0.2</td>
</tr>
<tr>
<td>b. Committees</td>
<td>12.4</td>
<td>86.9</td>
<td>0.6</td>
</tr>
<tr>
<td>c. Consultation With Principal for Hiring Personnel</td>
<td>9.6</td>
<td>90.3</td>
<td>0.2</td>
</tr>
<tr>
<td>d. Curriculum</td>
<td>9.0</td>
<td>91.0</td>
<td>0.0</td>
</tr>
<tr>
<td>e. Discipline/Classroom Management</td>
<td>14.1</td>
<td>85.6</td>
<td>0.3</td>
</tr>
<tr>
<td>f. Emergency Plan</td>
<td>8.8</td>
<td>91.0</td>
<td>0.2</td>
</tr>
<tr>
<td>g. Enhancing Student Achievement</td>
<td>7.9</td>
<td>91.7</td>
<td>0.5</td>
</tr>
<tr>
<td>h. Extracurricular Programs</td>
<td>14.1</td>
<td>85.6</td>
<td>0.3</td>
</tr>
<tr>
<td>i. Instructional Practices</td>
<td>9.0</td>
<td>91.0</td>
<td>0.0</td>
</tr>
<tr>
<td>j. Instructional &amp; Non-Instructional Staff</td>
<td>13.8</td>
<td>85.9</td>
<td>0.3</td>
</tr>
<tr>
<td>k. Program Appraisal</td>
<td>10.9</td>
<td>86.9</td>
<td>2.1</td>
</tr>
<tr>
<td>l. School Day &amp; Week Schedule</td>
<td>19.7</td>
<td>79.2</td>
<td>1.1</td>
</tr>
<tr>
<td>m. School Space</td>
<td>22.5</td>
<td>76.9</td>
<td>0.6</td>
</tr>
<tr>
<td>n. Student Assignment</td>
<td>25.8</td>
<td>73.4</td>
<td>0.8</td>
</tr>
<tr>
<td>o. Technology Use</td>
<td>10.6</td>
<td>89.2</td>
<td>0.2</td>
</tr>
<tr>
<td>p. Writing</td>
<td>13.7</td>
<td>85.9</td>
<td>0.5</td>
</tr>
</tbody>
</table>

*Advisory Councils are permitted to recommend—not adopt—policies so their responses to these items were not included.

Note: Advisory Councils do not have decision-making authority so their responses to this item were not included.

**Councils are not legally required to establish committees.

SBDM Policies
Respondents were asked to respond to the following statement: Indicate the extent to which SBDM policies have directly or indirectly affected student achievement. Possible responses were: none, low, average, high, or no policy (when applicable). Table 1 (above) displays results.

Parental Involvement
Council members were asked to indicate how actively the SBDM Council encourages all parents to be involved. They indicated that parents are encouraged to be involved in the PTA (80.0%), tutoring/mentoring students (45.2%), fundraising (56.8%), extracurricular activities (61.8%), committee involvement (56.0%), chaperoning field trips (58.6%), assistance during state assessment (36.0%), and technology/computer activities (44.8%).

School Council Efficacy
Most Council members agreed or strongly agreed with the following statements:
- When the Council makes plans, I am certain that the Council can make them work (98.6%).
- The Council finishes all tasks that it undertakes (96.8%).
- The Council handles unexpected problems well (96.8%).
- The Council handles difficult problems well (96.5%).
- The Council is secure in its ability to make a difference in the school (95.1%).

Most Council members disagreed or strongly disagreed with the following statements:
- The Council’s decisions are ignored by the school administration (95.3%).
- The Council delays addressing difficult problems (94.8%).
- When the Council makes plans, it rarely completes them (93.9%).
- The Council avoids dealing with difficult problems (92.9%).
- The Council seems incapable of dealing with most problems that occur in the school (91.4%).
- The Council has no way to ensure that decisions will be implemented (90.4%).
2018 Legislative Updates

Information compiled by Ashlie Cox, SBDM Consultant, Kentucky Department of Education

The following bills were passed during the 2018 regular session of the Kentucky General Assembly:

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Summary: Removes "aunt, uncle, son-in-law, and daughter-in-law" from the definition of "relative" in KRS 160.380, which impacts KRS 160.345(2) (a) and SBDM eligibility. Amends KRS 160.380 to reduce the vacancy notice required from a superintendent to the chief state school officer from 30 days to 15 days. Establishes an emergency provision making the entire bill effective as of April 4, 2018.

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2018-19 Face-to-Face Training Module Objectives

The following face-to-face trainings have been approved by the Kentucky Department of Education to fulfill training requirements for SBDM council members. All trainings, with the exception of Introduction to SBDM, are for experienced council members (those who have already completed their introductory training and have served on a council before).

Bylaws and Policies

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

Continuous Improvement Planning

- Understand the why, the what, and the how of the planning process.
- Understand ASSIST Basics.
- Be able to answer the question, “What makes a good plan?”
- Know how to access and analyze the School Report Card.
- Understand how to use this data in the improvement planning process.

Introduction to SBDM (6 hours)

- Understand the purpose of SBDM and the Council’s work related to budgeting, improvement planning, personnel consultation, and principal selection.
- Recognize the basics of the Kentucky statutes and regulations on SBDM.
- Distinguish the roles and responsibilities of council and committee members.
- Differentiate council bylaws, policies, and decisions from each other.
- Assess his or her contributions to an SBDM Council.

School Councils and Budgets

- Understand the budget responsibilities of the district, the school council and school.
- Review and analyze budget ideas from high-achieving schools/districts.
- Understand the components of an effective budget policy.
- Review budget advice from KDE.

Teamwork for Achievement

- Understand how the Council’s work with data analysis, personnel selection, and budget responsibilities impact achievement.
- Explain how positive relationships and teamwork impact council effectiveness.
- Connect the consultation process and hiring practices to student achievement.

Online Training Instructions

Online training is currently available for experienced council members only. New council members are not eligible to complete this training. For information about these trainings, please go to the JCPS SBDM website at www.jefferson.kyschools.us/node/1986.

2018 Legislative Updates

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<thead>
<tr>
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<th>Location</th>
<th>Facilitator</th>
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</thead>
<tbody>
<tr>
<td><strong>Introduction to SBDM, Parts I and II</strong></td>
<td>September 5 and 6, 2018 4:30–7:30 p.m., Lincoln Performing Arts School</td>
<td>Shawna Stenton</td>
<td></td>
</tr>
<tr>
<td><strong>Bylaws and Policies</strong></td>
<td>September 5, 2018 4:30–7:30 p.m., Lincoln Performing Arts School</td>
<td>Carol Bartlett</td>
<td></td>
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<tr>
<td><strong>Understanding and Implementing the District Commitment to Racial Educational Equity Policy</strong></td>
<td>September 27, 2018 4:30–7:30 p.m., Atherton High</td>
<td>Shawna Stenton</td>
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### October

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<tbody>
<tr>
<td><strong>Introduction to SBDM, Parts I and II</strong></td>
<td>October 15 and 16, 2018 4:30–7:30 p.m., Middletown Elementary</td>
<td>Shawna Stenton</td>
<td></td>
</tr>
<tr>
<td><strong>Continuous Improvement Planning</strong></td>
<td>October 15, 2018 4:30–7:30 p.m., Middletown Elementary</td>
<td>Florence Chang</td>
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<tr>
<td><strong>Introduction to SBDM, Parts I and II (Parent Only Session)</strong></td>
<td>November 16, 2018 9 a.m.–4 p.m., VanHoose Education Center Auditorium</td>
<td>Shawna Stenton</td>
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<tbody>
<tr>
<td><strong>Introduction to SBDM, Parts I and II</strong></td>
<td>December 3 and 4, 2018 4:30–7:30 p.m., Greathouse/Shryock Traditional</td>
<td>Shawna Stenton</td>
<td></td>
</tr>
<tr>
<td><strong>Teamwork for Achievement</strong></td>
<td>December 3, 2018 4:30–7:30 p.m., Greathouse/Shryock Traditional</td>
<td>Marco Munoz</td>
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<tbody>
<tr>
<td><strong>Introduction to SBDM, Parts I and II</strong></td>
<td>January 23 and 24, 2019 4:30–7:30 p.m., Auburndale Elementary</td>
<td>Shawna Stenton</td>
<td></td>
</tr>
<tr>
<td><strong>School Councils and Budgets</strong></td>
<td>January 23, 2019 4:30–7:30 p.m., Auburndale Elementary</td>
<td>John Collopy</td>
<td></td>
</tr>
</tbody>
</table>

- New Council members are required to complete a minimum of six hours of introductory SBDM training. Members who have SBDM experience and have completed the initial six hours of training are required to complete at least three additional hours of training per year.

- Sessions are held at various locations throughout Jefferson County. JCPS employees should register using pdCentral. Parent representatives may contact Kalai Annadurai at 485-3059 or kalai.annadurai@jefferson.kyschools.us to register.

- District policy: If school is canceled or early dismissal is necessary, all professional development (PD) sessions will be canceled.
Suggested Agenda Items for August, September, October

August
• **August 13**—Discuss/Review Safety and Emergency Plan with all school staff.
• Set regular Council meeting dates.
• Collect dates of completed and/or anticipated Council member trainings.
• Distribute *Protecting Your Right to Know and Managing Government Records* documents, and have Council members sign *Proof of Receipt* document.
• Principal provides student achievement report.
• Review bylaws.
• Begin review of the following policies*:
  o Principal Selection
  o Alignment With State Standards
  o Committees
  o Curriculum
  o Discipline and Classroom Management
  o Emergency Plan
  o Enhancing Achievement
  o Instructional Practices
  o Program Appraisal
  o Technology Use
  o Wellness (Elementary only)
  o Writing
• Fifth-Day Budget Adjustment—Council should review impact, if any, of new student enrollment and change in school allocation.
• Carryover—Council should review the status of unused or deficit funds from previous budget.
• Data Review: Districts will receive 2017-18 preliminary state assessment results and accountability results.
• Review 2017-18 plans for effectiveness.
• Review 2018-19 delivery targets on School Report Card.

September
• **September 5**—Update SharePoint copy of Safety and Emergency Plan for review by the appropriate assistant superintendent or designees.
• **September 24**—Upload School Safety Report Checklist to KDE eProve system.
• **September 25**—Planning department compiles list of schools with completed School Safety Reports for Assistant Superintendents and Directors of Security and Safety. Assistant Superintendents report to the Chief Academic Officer (copy to Chief Operations Officer, Directors of Security and Safety) which schools have not updated a current Safety and Emergency Plan.
• **September 30**—All SBDM documentation (e.g., Training Verification, Regular SBDM Meetings Media Advisory, Proof of Receipt) is due to the SBDM Office.

October
• Schools should begin to develop a tentative plan for 2018–December 2019.
• Schools should align goals with the state accountability system areas.
• Principal provides a student achievement report.

*Activities that occur every two years

**REMINDER:**

**Parent Council Members Must Be Fingerprinted**

All parent SBDM members are legally required to have a fingerprint-supported criminal history check. This process only takes about ten minutes and can be done in Room 109 of VanHoose Education Center, 3332 Newburg Road, between 7:45 a.m. and 3:45 p.m., Monday through Friday. If you completed your fingerprinting last year and have been reelected to another term this year, you are not required to be fingerprinted again. However, if there is a break in your time on the council, you must be fingerprinted again.

New for the 2018-19 School Year: Child Abuse/Neglect (CAN) Checks

In addition to the state and national fingerprint-supported criminal history background as required by KRS 160.380, the parent Council member shall provide a letter from the Cabinet for Health and Family Services stating that there are no findings of substantiated child abuse or neglect on record. Receipt of notice or verification of a finding of neglect or abuse shall subject the parent council member to removal under KRS 160.347. This can be done when the parent is completing the fingerprint requirement at VanHoose Education Center or through the school secretary.
The SBDM Connections newsletter is published for members of JCPS SBDM Councils. SBDM Connections is distributed to all SBDM Council members. This publication serves as a link between the district and the SBDM Councils.

As questions arise and new information becomes available, SBDM Connections will respond to questions, relay information, and clarify the significance of such information to the work of SBDM Councils.

If you have a subject or issue that you would like to have addressed in this publication, please contact Dr. Shawna Stenton at 485-3056 or shawna.stenton@jefferson.kyschools.us.

For more information about JCPS, call the district’s Call Center at 313-HELP, or log on to the JCPS homepage at www.jefferson.kyschools.us.