

**Provider Application &
Technical Assistance Manual
for Kentucky Public School Board
Training Programs**

Calendar Year 2017

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FORWARD

The following provides guidance on the requirements for training providers other than the Kentucky School Boards Association as set forth in 702 KAR 1:115. This regulation relates to KRS 160.180 and establishes standards for the annual in-service training of district board members.

OVERVIEW OF LOCAL BOARDS OF EDUCATION

Local boards of education were created by the Kentucky General Assembly to represent the community and provide local oversight of education within each school district. Locally elected boards are composed of five members, except for Jefferson County, which has seven members. There are two types of local boards, independent and county. Each county is represented by a county school district board; independent boards represent districts in communities within the counties. Like the state board of education, the local board has certain direct administrative functions to perform, including adoption of an annual budget and consideration of student disciplinary matters such as expulsions; however, the principal role of the local board is to adopt policies that provide direction for the administration of the district.

The General Assembly and Kentucky Board of Education have delegated much of the responsibility for organizing and conducting educational programs to local boards of education and to school councils, also called school-based or site-based decision making councils. This means that boards and councils are extensions of state government; local board members are considered state officers, receiving their authority and responsibility from the General Assembly.

Most of a local board of education's duties are fulfilled with the adoption of district policies. Once policies are adopted, the focus shifts to the district superintendent and staff to implement the policies. Neither boards as an entity nor individual board members are involved with day-to-day administration of board policies or district administration; that responsibility by law falls on the superintendent and his staff. However, the board does monitor overall district performance and can revisit, amend or repeal policies that it believes are in the best interest of the district.

The general powers and duties of the local board are outlined in KRS 160.160 and 160.290, but the full responsibility of a local board is detailed in other statutes. Among the major duties of the board:

1. Establish schools, acquire sites and erect buildings.
2. Adopt courses of study.
3. Provide necessary services to pupils.
4. Manage all funds and property.
5. Make appropriate rules, regulations, and bylaws. (KRS 160.350)
6. Appoint a superintendent of schools.
7. Adopt a budget. (KRS 160.470)
8. Take necessary action to levy needed taxes. (KRS 160.460-160.500)

9. Assess individual student progress. (KRS 160.345)

10. Adopt a plan for immediate and long-term strategies to address school safety and discipline. (KRS 158)

11. Formulate a code of acceptable student behavior and discipline that applies to each school in the district.

It's impossible for the average school board member to be familiar with all the district's legal requirements, just as it is impossible for the average member of the General Assembly to be familiar with all state laws and regulations. For that reason, local board members often must rely on the expertise of district staff or local legal counsel. However board members must recognize when additional information is needed and the best sources for that information. Since the required expertise will often be located outside the district, professional development becomes a critical component of board service.

BOARD TRAINING REQUIREMENTS UNDER KRS 160.180 AND 702 KAR 1:115

The minimum number of training hours that a board member must earn each year is defined in KRS 160.180(5) and is based on the length of their board experience.

The annual in-service training requirements for all school board members in office as of December 31, 2014, shall be as follows:

- Twelve (12) hours for school board members with zero to three (3) years of experience;
- Eight (8) hours for school board members with four (4) to seven (7) years of experience; and
- Four (4) hours for school board members with eight (8) or more years of experience.

Board members who begin service on or after January 1, 2015 shall be required to earn

- Twelve (12) hours for school board members with zero to eight (8) years of experience; and
- Eight (8) hours for school board members with more than eight (8) years of experience

The statute also grants authority to the Kentucky Board of Education to identify the criteria for fulfilling this requirement. A synopsis of 702 KAR 1:115, the accompanying regulation to this statute, is as follows:

- Of the 12 training hours they are required to receive annually, board members with 0 – 3 years of experience must include
 - Three (3) hours of school finance training each year
 - One (1) hour of ethics training each year and
 - One (1) hour of superintendent evaluation training each year.

 - The remainder of their hours may be in these topics or topics listed in Section 2(1)(b) of the regulation.
 - A minimum of eight (8) of the 12 required hours must be obtained from the Kentucky School Boards Association (KSBA).
- Of the 8 training hours they are required to receive annually, board members with 4 - 7 years of experience must include
 - Two (2) hours of school finance training each year
 - One (1) hour of ethics training each year and
 - One (1) hour of superintendent evaluation training each year.

 - The remainder of their hours may be in, but are not limited to, topics listed in Section 1(2) of the regulation.
- Of the 4 training hours they are required to receive annually, board members with 8 or more years of experience must include
 - One (1) hour of school finance training each year
 - One (1) hour of ethics training each year and
 - One (1) hour of superintendent evaluation training biennially.

 - The remainder of their hours may be in, but are not limited to, topics listed in Section 1(2) of the regulation.

In order for any training to qualify toward meeting the in-service board member training requirements of 160.180(5) and 702 KAR 1:115, the training activity shall not be:

- The regular work of the board, such as the attendance of meetings or the conducting of hearings;
- Irrelevant to the pertinent knowledge and skills of board membership; or
- Public relations or social activities, such as attending graduation or other student/school/district events.

TRAINING PROVIDERS

- The Kentucky School Boards Association shall be the provider of eight hours of district board member in-service training for board members who are required to obtain 12 hours annually.
- KSBA shall coordinate with the chief state school officer on or before November 1 of each year to develop an in-service training plan for approval by the Kentucky Board of Education to be used the following year.
- Training providers other than the KSBA shall only provide training through courses that are:
 - Customized for public school board members;
 - Approved by the Kentucky Department of Education prior to delivery; and
 - In compliance with the requirements of 702 KAR 1:115.

TRAINING DOCUMENTATION

- KSBA maintains the official record of all board member training hours and submits a report annually to the Kentucky Board of Education.
- Training hours earned through the KSBA will automatically be recorded by KSBA on behalf of the member.
- If a board member obtains hours through any sources other than the KSBA, they shall have local board approval prior to participation in the training event and send a copy of the record (board minutes) to the KSBA.
- Approved training providers shall send a copy of proof of attendance that includes a recitation of the time, date, location and description of the in-service training to the KSBA within two (2) weeks of completion of the training so that proper credit can be given.
- Each provider of training hours shall conduct an evaluation of each training course in which a board member participates to earn training hours credit and compile responses to be submitted to the KSBA within sixty (60) days of completion of the training.

SCHOOL BOARD MEMBER/TEAM STANDARDS

Vision

The board, with extensive community participation, envisions the community's educational future and then formulates goals, defines outcomes and sets the course for its public schools.

For example:

- keeping the district focused on the educational welfare of all;
- developing, adopting and revising district vision and mission;
- communicating with the community and other stakeholders the vision to and for the district;
- goal setting, strategic planning and decision making.

Structure

To achieve the vision, the board establishes a structure and creates an environment to ensure all students the opportunity to attain their maximum potential through a sound organizational framework.

For example:

- clear, concise, current and compliant written policies;
- appropriate division of responsibility and authority between the board and administration;
- employing and evaluating a superintendent;
- adopting a budget that incorporates sound fiscal practices and best allocates resources to achieve the district's vision, mission and goals;
- providing safe and adequate facilities;
- working collaboratively with families, businesses, community and other agencies.

Accountability

Because the board is accountable to the community, it regularly assesses student achievement, staff and all conditions affecting education.

For example:

- reviewing key policies for effective implementation;
- using data-driven decision making;
- providing ample opportunity for professional development for itself and all district staff;
- ensuring progress towards the achievement of district goals through monitoring and evaluation;
- demonstrating fiscal responsibility.

Advocacy

The board serves as education's key advocate on behalf of students and their schools in the community to advance the vision.

For example:

- promoting the welfare of the district and all children through the political process at the local, state and national level;
- recognizing the achievements of students, staff and others in education;
- taking leadership in securing community support for the district's mission, vision and goals and the resources needed to achieve them.

Conduct and Ethics

The board performs in a manner that reflects service to the community on behalf of students by conducting district business in a fair, respectful and responsible manner.

For example:

- creating an atmosphere of openness and respect;
- working together in a climate of trust;
- open communication with all;
- understanding the scope and limitations of the board's authority;
- developing skills in teamwork, problem-solving and decision-making;
- respecting the majority decision once it is made.

For additional information on public school boards, please contact the Kentucky School Boards Association at 800-372-2962.

TRAINING PROGRAM REQUIREMENTS

Program will:

- focus on the standards of effective school board governance;
- clarify board member's roles and responsibilities;
- contribute to the knowledge, skills and abilities of school board members/ teams;
- meet identified standards for approval;
- adhere to research-based principles of adult learning;
- reflect current thinking, emerging issues and best practices;
- provide for active engagement of participants;
- provide information and material applicable to all attendees without bias towards one; company or product and cannot be overt or veiled sales pitches; and
- extend participants' learning, communication, and leadership skills.

Providers will:

- structure a training program designed to improve and maintain the quality and effectiveness of Kentucky public school board members/teams;
- ensure that training is intensive and designed specifically for school board member/teams;
- follow all instructions and provide all supporting material requested;
- develop and submit proposals to KSBA at least thirty (30) days prior to conducting the program to initiate KDE approval;
- have an established organizational structure of be an affiliate of such;
- maintain the required records:
 - Evaluate every session and send a compilation of the responses to the KSBA within sixty (60) days of completion of the training;
 - Track attendance; and
 - Submit a sign in sheet with participant signatures to KSBA within two (2) weeks of the conclusion of the training that includes the name, date and location of the session, approval number, hours of credit to be awarded (can be awarded in 15 minute increments), and presenter name and signature; Please note that all sign in documentation for sessions that occur within two (2) weeks of the end of the calendar year must be received by the KSBA no later than December 31 in order for school board members to receive credit toward their annual requirements for that year.
- use qualified trainers;
- conduct training as approved;
- identify the following in all program promotional literature:
 - the calendar year for which training approval is granted;
 - the standard(s) for which training is approved;
 - the targeted stage of professional development of the training; and
 - the approval number assigned by the Department of Education.

Please note that proposals must be received by November 1 to be considered for approval for calendar year 2017. Proposals submitted after November 1 will not be reviewed.

**Public School Board Training Provider Proposal Form
Calendar Year 2017**

Proposals and supporting documentation must be submitted to the Kentucky School Boards Association (KSBA) **at least thirty (30) days prior to the first scheduled program (and no later than November 1, 2017)** to allow for KSBA review and final approval by the Kentucky Department of Education. KDE cannot guarantee proposals submitted after this time will be reviewed for approval. Proposals submitted **after the training session has occurred will not be considered** for approval. KSBA will notify the applicant of the final action taken.

All fields are required.

1. Program Title: _____

2. Program Description: _____

3. Date of Initial Program Delivery: _____

4. Number of Actual Contact Hours with Participants: _____

(Credit may only be awarded for actual contact hours during a scheduled training session)

5. This program is structured at the state of professional development checked below:

(For intensive, long-term programs it is permissible to check more than one box)

- Orientation/Awareness** (Developing initial knowledge and understanding)
- Preparation/Application** (Developing skills to begin implementation)
- Implementation/Management** (Mastering skills for performing or achieving the identified goals/objectives)
- Refinement/Innovation** (Modifying for more effective application)

6. Presenter Name and Title: _____

(If there is more than one presenter/provider, include their complete information on a separate sheet of paper)

Presenter's Organization/Company: _____

Presenter's Mailing Address: _____

Presenter's Telephone: _____

Presenter's email: _____

7. Please list the presenter’s experience in working with/training public school boards:

8. Identify the School Board Member/Team Standards addressed by this program:

(Please refer to the detailed descriptions listed in the Technical Assistance Manual on pages 7 -8. Check all that apply.)

- Vision
- Structure
- Accountability
- Advocacy
- Conduct and Ethics

9. How will the program contribute to a school board member/team’s development as it relates to the standards?

10. How will the program involve participants in their learning? What techniques (instructional strategies/learning activities) will be included to make the program engaging and relevant to adult learners as they acquire the course content?

11. Describe the measurable skills, knowledge, and/or new abilities participants will gain as a result of program participation. (Describe the new learning expected. Be very specific and avoid general statements such as “participants will know more”.)

12. How will participants use/apply the new learning? What changes in participant’s behavior are expected as a result of attending this program?

13. List all costs to the participant/the school district.

14. Attach a copy of the presenter’s vita/resume.

15. Attach the complete training agenda including the time dedicated to each training topic/activity.

16. Attach samples of the materials that will be used during the session that typify the quality, level, and scope of the program.

17. Attach the Session Evaluation Instrument that will be used. The instrument must evaluate the training in terms of its content, instructional processes, and impact on the professional behavior of participants.

Please return with completed form and all supporting documentation to:

Kerri Schelling
Associate Executive Director
Kentucky School Boards Association
260 Democrat Drive
Frankfort, KY 40601
kerri.schelling@ksba.org
1-800-372-2962 ext. 1276

BOARD MEMBER/TEAM TRAINING SCORING RUBRIC

The purpose of this rubric is to serve as a measurement tool for the program provider and the KDE program evaluator. All programs submitted for approval will be judged using this rubric. Responses from 1, 2, & 5 are mandatory; failure to complete these areas will result in immediate denial of approval. Program approval is based upon the provider scoring a minimum 20 of 30 possible points.

#	0	1	2	3
1	No program description or what is described is not training/professional development. (i.e. what is described is the regular work of the board.)	Program description is unclear and/or vague and does not identify audience and/or purpose for the training.	Program description is satisfactory, but lacks sufficient detail as to the audience and purpose for the training.	The program is clearly described and specifically focused on aspects of effective school board governance/board member roles and responsibilities.
2	The training content is outdated, general and/or is not designed for school board members/teams.	The training content is somewhat designed for school board members/teams but is outdated or overly general.	The training content is current and specific but only somewhat designed for school board members/teams.	The training content is current and designed specifically to address the unique needs/perspectives of school board members/teams.
3	The program does not address identified standards.	The connection between the program and identified standards is minimal.	The program is appropriate for the identified standards.	The program clearly connects participant outcomes to the identified standards.
4	Program is primarily lecture from the presenter with little or no audience participation.	Program involves the audience in a marginal way (i.e. allows for audience questions)	Program includes audience engagement activities but they are vague or unclear.	Principles of adult learning theory are evident. Program is very interactive with clearly described activities to engage participants.
5	Program does not describe any measurable skills, knowledge and/or new abilities the participants will gain as a result of the training.	Program minimally lists skills, knowledge and/or new abilities participants will gain as a result of the training but they are vague and/or not measurable. (i.e. “participants will learn” or “participants will be better at....”)	Program lists skills, knowledge, and/or new abilities participants will gain as a result of the training but there is no/minimal evidence of learning targets/outcomes.	Program clearly describes skills, knowledge and/or new abilities participants will gain as a result of the training with specifically state learning targets/outcomes.
6	Program does not include any references to how participants demonstrate learning/change behavior as a result of participating in the training.	Program minimally describes impact on practice or change in participant behavior as a result of participating in the training but is vague and/or general.	Program describes moderate impact on practice or change in behavior as a result of participating in the training.	Program clearly outlines significant changes in practice and/or behavior as a result of participating in the training.
7	No sample materials and/or activities provided.	Sample materials and/or activities are provided but they are inappropriate for the audience/content.	Sample materials and/or activities are provided and are appropriate for the audience but are vague, general and/or unclear.	Samples of materials and/or activities are provided and are clearly described, appropriate for the audience and support the learning targets/outcomes of the training.
8	Trainer is not clearly identified.	Trainer’s name, job title and contact information is identified but no resume or working experience is provided.	Trainer’s resume is provided, but is outdated and/or lacks relevant expertise/experience for the program.	Trainer’s resume is current and provides clear evidence of relevant experience and/or expertise in the content area.
9	No agenda is provided.	Agenda is provided but is vague, unclear and/or does not include time frames dedicated to each activity.	Agenda clearly lists content/activities and includes time frames for each item.	Agenda is clear in content and purpose, includes descriptions of content and activities and supports learning targets/outcomes.
10	No evidence of program evaluation/assessment.	Evaluation/assessment form is provided but focuses only on the workshop structure, not the content.	Evaluation/assessment form is provided and focuses on the workshop content but does not reference learning targets/outcomes.	Evaluation/assessment form is provided, focuses on the workshop content and clearly references how participants will demonstrate learning targets/outcomes.

“EXACT TITLE OF TRAINING AS APPROVED”

Location: Happy Valley Elementary, Pleasantville
Date: January 1, 2017
Time: 6:00 PM – 8:00 PM
Name of presenter: Mr. John Doe

Approval # SB17-xxx

Credit hours to be awarded: _____ (Can be awarded in 15 minute increments)

Please PRINT Name	Please SIGN Name	School District/Agency	Title
<h1>SAMPLE</h1>			

Presenter signature: _____