

## SCHOOL-BASED DECISION MAKING

**School:** Sanders Elementary School

**Subject of the Policy:** Alignment With State Standards and Program Appraisal

### *Policy Statement*

The Procedures for Determining Alignment With State Standards and Program Appraisal Policy for Sanders School ensures that all students have equitable opportunity and access to highly effective teaching practices. at all levels and with all classes.

### **Procedures:**

Alignment With State Standards: In November, the school Principal will charge a committee appointed with reviewing the curriculum of the core instructional areas to ensure that each area is aligned with the Kentucky Academic Standards (KAS) and with district curriculum maps. The committee shall also analyze state assessment data to determine any curricular gaps. This review shall be completed and reported to the school council by the December school council meeting.

In November, the school Principal charge a committee with determining the barriers in student achievement. The committee may review state nonacademic data, survey data (i.e., parent, teacher, and student), behavior summaries, and budget reports as well as any other data needed for its review. This review shall be completed and reported to the school council by the May school council meeting.

Program Appraisal: In October, the school council shall charge a committee with reviewing state, district, and school data to determine the effectiveness of instructional program initiatives. The committee shall draft a report as to the strengths and barriers for each program initiative. This review shall be completed and reported to the school council by the December school council meeting.

### **Evaluation:**

Recommendations from the aforementioned committees shall be considered prior to the development of the School Improvement Plan (SIP).

**Date of First Reading:** August 26, 2021

**Date of Second Reading:** September 22, 2021

**Date Adopted:**

**Signature:** Alison Dahlgren  
(SBDM Council Chairperson)

## School-Based Decision Making

School: Sanders Elementary

Subject of Policy: Allocation of Undesignated Activity Funds

Sanders Elementary School will utilize funds generated by various activities to enhance school instruction and activities for students, staff, and the community.

### School-Wide Fund Raiser:

Definition of the account: Money generated from JCPS Board approved school fund-raiser is deposited into this account. Fund-raiser reports are completed for each fund-raising event and filed with JCPS for audit. PTA fund-raisers are not managed through this account. PTA manages their JCPS Board Approved fund-raiser money.

How Funds are Disbursed: Money in this account would first be used to pay the company of the fund-raiser. Profits from the fund-raiser remain in this account or they can be transferred out to the accounts as needed. Profits must be allocated to support issues that are designated by the fund-raiser. When fund-raiser communications go home to parents, a letter indicates what the profits will be used for fund-raiser profits may be accumulated in this account from year to year to support larger expenditure needs for special future projects as approved by the principal and SBDM.

### Interest:

Definition of the account: Money made from interest on the monthly bank statement is deposited into this account.

How funds are disbursed: Money from this account can be transferred into any of the other accounts for instructional needs for students and or teachers.

### Library Donation:

Definition of the account: Money donated to Sanders Elementary for the purpose of purchasing books for the library is deposited into this account.

How Funds are Disbursed: These monies are spent for specific titles designated by the donor or for titles designated by the donor or for titles selected by the Library/Media Specialist.

## Instrument Rental Agreement

**Definition of the Account:** If a student participating in band or orchestra uses a JCPS instrument the student is charged a deposit. The parent/guardian signs a contract at the time stating that they will care for the instrument and return it at the end of the year in good condition.

**How Funds are Disbursed:** The rental deposit is used to repair damaged instruments or pay for the replacement cost of lost instruments. This account is also used to pay for field trips for orchestra and band members.

### **Principal's General Account:**

**Definition of the Account:** Money is moved into this account from various accounts to pay for a variety of bills generated by Sanders Elementary. If an account is closed or inactive, money will be moved to the Principal's General account.

**How Funds are Disbursed:** When the school receives a bill, money is moved from the activity account that generated the expense and placed in the 2410-610 account to pay for the charges. A check is then sent to the appropriate billing source. Money in this account can be moved to support any of the other accounts as needed and directed by the principal.

### **Reimbursement Account:**

**Definition of the Account:** Money collected from any soft-drink machine that is used by adults is deposited into this account. (Money may also be transferred from the general fund to cover any costs that are generated for Sanders staff activities, such as faculty meetings and PD).

**How funds are Disbursed:** Checks are written from this account to cover the cost of the soft drinks and candy vending orders only. Profits generated by these vending machines are spent on adult/staff. These funds are used to help support such things as: faculty meetings, PD meeting supplies, food, beverages and staff recognitions, awards, appreciation gifts flowers (death, birth, marriage, and awards) and special school related celebrations.

Date of 1<sup>st</sup> Reading: 11/28/2018

Date of 2<sup>nd</sup> Reading: December 19, 2018

Date adopted: December 19, 2018

Signature: Janet L. Cooper (SBDM chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Sanders Elementary School

**Subject of the Policy:** Assignment of Instructional and Noninstructional Staff Time

### *Policy Statement*

In January of each year, the administrative staff will survey teachers to determine their interest in teaching assignments and teams. By **June 15** of each year, the principal shall prepare an instructional and noninstructional staff assignment plan for the following school year. Staff assignments shall follow Jefferson County Board of Education (JCBE) policies and all negotiated contracts. All staff members will be notified in writing of intended assignments by **June 15** of each year. Intended assignments may be modified as needed based on:

- Changes in student enrollment.
- Programmatic needs.
- Changes in enrollment to a particular class or course requiring the abolishment of that class or course.

The staff affected will be notified promptly of the unforeseen situation and any resulting changes to their intended assignments.

Extra-duty assignments will be made by the principal on a rotating basis and distributed equally, based on the needs of the building. All certified staff will supervise hallways between classes and before and after school as students are entering or leaving the instructional classroom each day.

**Date of First Reading:** May 18, 2016

**Date of Second Reading:** August 30, 2016

**Date Adopted:** August 30, 2016

**Date Reviewed:** April 21, 2021

**Date Reviewed:** March 14, 2022

**Signature:** Alison Dahlgren  
(SBDM Council Chairperson)

## School-Based Decision Making

**School:** Sanders Elementary School

**Subject of the Policy:** Arts Curriculum Policy

Sanders Elementary School subscribes to a belief that "Best Practices in the arts recognizes that the arts must be integrated into all disciplines where appropriate and where it makes sense. Additionally, students must have the opportunity to use their talents in the study of arts in its purity. This philosophy embraces Howard Gardner's theory of multiple intelligences and supports the diverse strengths and needs of all students.

Integration of the arts means that visual arts (examples: drawing, stitchery, sculpture) may be avenues for demonstrating learning in mathematics, science, history, geography, literature and practical living. Likewise, the same may be true for music (examples: singing, playing instruments, listening, analysis, composing), dramatic presentations (example: acting, radio plays, public speaking, debate, opera, puppetry) and creative movement (examples: folk dancing, ballet, games, body demonstration as in making alphabet letters, gesturing). The integration of the arts recognizes that the arts bring meaning and conceptual understanding to learning for students and is instructionally developmentally appropriate.

Purity in learning the arts includes the disciplined study of playing musical instruments such as the violin, trumpet, other instruments and key boards. It also includes reading and singing songs. All children at Sanders must receive music and art classes. Children will also have the opportunity to subscribe to band class or orchestra. Additionally, Sanders will work to support the Weisberg Strings Scholarship Program. This program support is defined though an understanding with the University of Louisville and uses the Suzuki method in learning.

Appreciation of the arts will be further enhanced with a variety of cultural programs brought to the school through assemblies for students. Students will have the opportunity to participate in field trips experiences that support an understanding and appreciation of diversity in cultures and understanding of the various art disciplines. Special celebrations will incorporate the arts where and as it makes good common sense. Students will also have the opportunity to do service learning through the arts by performing for their peers and the community.

## SCHOOL-BASED DECISION MAKING

**School:** Sanders Elementary School

**Subject of the Policy:** Classroom Assessment

### *Policy Statement*

The Sanders Elementary School Instructional Leadership Team (ILT) shall establish and maintain a balanced, comprehensive school assessment system that effectively uses multiple (a) formative (assessment **for** learning), (b) common/benchmark/interim and (c) summative (assessment **of** learning) assessments to continuously inform teaching and improve learning for **every** student. Assessments shall be aligned with state and district curriculum standards and have clearly defined learning targets and learning progressions for each instructional unit.

Both teachers and students are associated with assessment practices. Teachers shall collaboratively design and use assessments to demonstrate mastery of key concepts and skills, to track and communicate student progress, and to provide students additional learning opportunities toward mastery and proficiency. Students shall be routinely engaged in monitoring their own progress and using descriptive feedback to adjust their own learning.

The principal and ILT shall recommend to the SBDM Council ongoing professional development (PD) to increase the assessment literacy of all instructional staff. Sanders Elementary School teachers shall administer schoolwide assessments according to the recommended assessment calendar (to be modified each year in accordance with district and state expectations). Required documentation of performance shall be based on multiple assessments of student learning as outlined in the JCPS *Student Progression, Promotion, and Grading* handbook. Sample School assessment practices shall also be consistent with the Kentucky Core Academic Standards (KCAS).

The SBDM Council shall be responsible for reviewing recommendations for schoolwide assessment practices and determining if the recommendations promote student learning and increase student achievement. The SBDM Council shall provide final approval of the recommended assessment practices. The SBDM Council shall regularly review and/or update this Classroom Assessment Policy based on the emerging needs of students in the school.

**Date of First Reading:** May 18, 2016

**Date of Second Reading:** August 30, 2016

**Date Adopted:** August 30, 2016

**Date Reviewed:** May 19, 2021

**Date Reviewed:** March 14, 2022

**Signature:** 

(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

School: Sanders Elementary

Subject of the Policy: Committee

**Policy Statement** The SBDM Council at Sanders Elementary School will use standing committees to encourage expanded participation in the decision-making process. At times, ad-hoc committees may be formed by the Council for specific purposes (e.g. budget, continuous improvement, scheduling, principal selection). The following standing committees have been established along with the areas of responsibility:

### Instructional Leadership team (ILT)

- Curriculum
- Instructional Practices
- Instructional Materials and Technology
- Data Analysis
- Assessment Practices
- Professional Development (PD)

### Continuous Improvement

- Needs Assessment Data Analysis
- Development of the Comprehensive School Improvement Plan (CSIP)
- CSIP Progress Monitoring
- Program Review

### PBIS

- Safety
- Discipline
- Parent/Community Involvement
- Attendance
- MTTS

### EQUITY

- EMPT, REAP Documents
- Achievement Gap Groups

## Operational Procedures for SBDM Council-Assigned Committees

- A. The SBDM Council at Sanders Elementary School will use an ad-hoc and standing committee structure to encourage expanded participation in the decision-making process.
- B. Faculty, classified staff, parents, and community members will be encouraged to serve on SBDM-assigned committees.
- C. Standing and ad-hoc committees will be formed and dissolved by the Council as needed.
- D. Committee membership will be obtained through a sign-up list of volunteers. The Council will review the list to determine if additional representation is needed and/or to approve this list. Once the list is approved, committee volunteers will be notified of their first meeting by the principal.
- E. Each committee shall meet at a minimum of bi-monthly. Written minutes of each committee meeting will be kept as an open, permanent record of the activities of each assigned committee. These will be forwarded to the SBDM Council and will become a part of the required council documentation.
- F. Committees may research issues, gather school wide input, or prepare drafts for the SBDM Council but shall not discuss individual students.
- G. Decisions the SBDM-assigned committees shall be made by consensus. In the event that consensus cannot be reached, a majority vote will be used to decide the issue.
- H. The Committee chairperson/designee must report (orally or in writing) to the SBDM Council as requested by the Council.

Date of First Reading:           October 16, 2019  
Date of Second Reading:       November 20, 2019  
Date Adopted:                   November 20, 2019  
Date Revised:                   August 25, 2021

Signature Alison Dahlgren

SBDM COUNCIL CHAIRPERSON



## SCHOOL-BASED DECISION MAKING

**School:** Sanders Elementary School

**Subject of the Policy:** Consultation for Hiring Other Than the Principal

### *Policy Statement*

When it is determined that a vacancy in a Certified or Classified position exists within the school, the principal shall inform the superintendent of the vacancy and the district's transfer policies become effective. If the position is not filled through the transfer process, the superintendent will provide a list of qualified applicants for each vacant position.

An ad hoc Interview Committee shall be formed by the principal. This committee shall be selected by the principal and shall consist of appropriate stakeholders and interested SBDM Council members. The Interview Committee shall review the applications and support materials of the candidates and shall interview the candidates for the position. Interview Committee members will sign a confidentiality agreement. All interviews and discussion of candidates shall be conducted in closed session and shall be kept confidential. Upon completion of the interviews, the Interview Committee shall prepare a recommendation for the principal and Council. After consideration is given to both the Committee recommendation and Council feedback, the principal shall make the final selection and submit this to the superintendent as required by KRS 160.345(2)(h). The principal will ensure that the hiring process outlined in this paragraph occurs within an appropriate timeframe.

The definition of *quorum* for the purpose of consultation in the hiring of personnel other than the principal **only**, shall be: After prior notification of the special-called meeting (at least 24 hours prior to the meeting) to all SBDM Council members and the media as required by Open Meetings laws, those who are in attendance shall constitute a quorum.

**Date of First Reading:** May 18, 2016

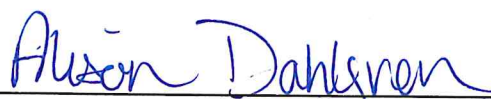
**Date of Second Reading:** September 21, 2016

**Date Adopted:** September 21, 2016

**Date Reviewed:** March 24, 2021

**Date Reviewed:** March 14, 2022

**Signature:**



(SBDM Council Chairperson)

## Racial Equity Analysis Protocol

**Date:** March 24, 2021

**Department:**

**Name of Policy/Plan:** Consultation for Hiring other than the Principal

**Filtered by:** Sanders SBDM Council

REAP Questions	REAP Response
1. What is the overarching purpose of the proposal/initiative?	The purpose is to ensure transparency and equity in hiring.
2. Is the initiative or policy resourced to guarantee full implementation and monitoring?	Yes
3. Which racial/ethnic groups could be inequitably affected by this policy? How?	If there are no minority candidates or the school is not able to hire minority candidates for the school is not able to hire minority candidates from pool of available candidates, it is possible students could be inequitably affected. It is important that students see adults who look like them in positions close to them.
4. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?	There are no groups that should have concerns.
5. What unintended consequences could result from the policy (racial inequities or otherwise)?	There should be no negative unintended consequences.

<p>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?</p>	<p>Yes. Committees wi</p>
<p>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?</p>	
<p>8. Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular proposal/initiative?</p>	<p>Instructional Leadership Team SBDM</p>
<p><b>Next Steps</b></p>	
<p>After using the REAP for this program or practice, should it move forward?</p>	
<p>If yes, what changes will you make in moving forward that could be more inclusive?</p>	
<p>What is the deadline on the changes before moving forward?</p>	

## SCHOOL-BASED DECISION MAKING

**School Name:** Sanders Elementary School

**Subject of the Policy:** Curriculum

### *Policy Statement*

A standing committee shall be responsible for determination of a curriculum (curricular resources), including needs assessment, cultural relevance, and impact on student learning outcomes. Sanders Elementary School will use the JCPS curriculum frameworks designed to ensure a broader definition of *learning* that includes deeper learning opportunities for all students. The committee shall help ensure that the curriculum at Sanders Elementary School meets state and local school board goals. Technology should be appropriately infused into the curriculum for personalized learning experiences. Equity and inclusion are a priority and should be reflected in the resources and learning opportunities within the school's curriculum.

The standing committee should be reflective of the school's demographics to ensure that minority and diverse staff and community members have the opportunity to participate. The committee shall report to the SBDM Council monthly regarding the status of the implementation of the School Improvement Plan (SIP) and other initiatives related to the curriculum, such as the JCPS Backpack of Success Skills.

The committee shall develop and update the SIP to improve the implementation of the curriculum as monitored through the JCPS Essential Systems (systems 1 and 3). Priorities for the plan shall be supported by the results of various assessments (state, district, and school). The plan may cover a period of more than one year. The plan shall include items as required in the SIP process (priority need, goals, benchmarks, and strategies).

The committee shall ensure that the plan is communicated to teachers and various stakeholders (e.g., parents and community partners). The committee shall be responsible for reviewing ongoing assessment data in recommending curricular revisions for the SIP.

**Date of First Reading:** September 19, 2018

**Date of Second Reading:** September 19, 2018

**Date Adopted:** September 28, 2018

**Date Reviewed:** November 17, 2021

**Signature:** Alison Dahlgren  
(SBDM Council Chairperson)

## School-Based Decision Making

School: Sanders Elementary School

Subject of the Policy: Dress Code

### Policy Statement:

In order to provide students and parents with guidelines for appropriate dress, the Sanders SBDM council has approved the following policy. This policy is intended to support efforts to provide a safe school environment for Sanders students and to ensure that the instructional process proceeds smoothly. The purpose of the policy is as follows:

To ensure that students are dressed safely for school activities and to promote a safe, positive school culture.

To foster and enhance student self-image and the public image of the school.

In general, students should not wear clothing or accessories that put the health and safety of that student and others at risk. Clothing will be clean, practical and not cause offense to others.

**Pants**-no sagging and/or extremely tight fitting pants. Inseam and waist should correspond to body measurements and the bottom of the pants should not cover the shoe or drag the floor.

**Short/Skirts**-students will not wear shorts/skirts that are extremely short or in which the underwear is visible. Students who wear skirts or dresses should wear shorts underneath if they are going to be playing on climbing equipment and for physical education.

**Shirts** –students will wear shirts that cover the midriffs and shoulders and conceal undergarments.

**Clothing**-students will not wear clothing that promote gangs, alcohol, tobacco, violence or anything of a sexual nature.

**Shoes**-in the interest of student safety, students should wear sturdy shoes in which the feet are completely enclosed. If sandals are worn, they should have straps on the heel. Heels will not exceed 1-1/2 inches. Student will not wear flip-flops or shoes with wheels.

**Jewelry/Accessories** If jewelry or accessories are worn, they cannot distract instruction. If they become a distraction, the student will be asked to remove the jewelry or accessory.

**Hats/caps**-no hats, hoods, or caps will be worn indoors.

**Make-up**-students will not wear or bring make-up to school.

Date of First Reading: August 22, 2019

Date of Second Reading: August 22, 2019

Date Adopted: August 22, 2019

Date Revised: August 26, 2021

Signature:

  
(SBDM Chairperson)

## SCHOOL-BASED DECISION MAKING

**School Name:** Sanders Elementary School

**Subject of the Policy:** Emergency Management Plan

### *Policy Statement*

The adoption of an Emergency Management Plan Policy of Sanders Elementary School ensures that students are provided a safe and secure learning environment.

### **Procedures:**

The principal—in consultation with the Council, teachers, other school staff, and local first responders—and the District Level Incident Management Team will collaboratively develop the school's emergency management plan as a way to document efforts to prevent, mitigate, prepare for, respond to, and recover from emergencies. The emergency management plan will include procedures for fire, severe weather, earthquake, and building lockdown as specified in Kentucky statutes and regulations. The plan will include, but not be limited to, the following:

- The establishment of primary and secondary evacuation routes, which must be posted in each room by each doorway used for evacuation
- Procedures for students to follow in an earthquake
- Development and adherence to access control measures for each school building, which may include (but not be limited to) the following:
  - Controlling access to exterior doors during the day
  - Controlling front door access electronically or with a greeter
  - Controlling access to individual classrooms
  - Requiring visitor check-in with identification and purpose of visit provided
  - Display of visitor's badge on outer clothing
- Practices for students to follow in case of fire that are consistent with the administrative regulations of the State Fire Marshal's Office and Department of Housing, Buildings, and Construction (DHBC)
- Procedures for lockdown of the school that follow JCPS Safety and Emergency Procedures to include Alert, Lockdown, Inform, Counter, Evacuate (ALICE) protocols

Local law enforcement shall be invited to assist in establishing lockdown procedures.

Following adoption, the emergency plan and diagrams of the facilities will be provided to appropriate first responders.

- First responders, for the purpose of this policy, include local fire personnel, local city (e.g., Jeffersontown, Shively, St. Matthews) or Louisville Metro Police personnel, and emergency medical personnel.
- Due to the need to maintain student and staff safety and security, the emergency plan and diagram of the facility will not be disclosed in response to any open records requests or discussed during an Open Session of any SBDM Council meeting.

Prior to the first instructional day of school, the principal or designee will present and review all emergency procedures with all staff.

- Documentation, including the time and date of the review, will be kept on file at the school with a copy sent to the district office to document completion.

- Documentation may include such methods as a sign-in sheet with the printed name of each staff member (all certified and classified staff), the signature of each staff member, and the date and time of the review.

Annually, the principal is responsible for working with the central office to ensure that all local first responders have a current diagram of the school that notes the primary and secondary evacuation routes, the severe weather safe zones, and notations of the exterior and front entrance access points. Completion will be reported to the SBDM Council and documentation maintained in the principal's office. (Other items to be listed on map are as follows: Assembly Area; Parent/Student Reunification Area; First Aid Station; and other potential hazards, such as gas lines and overhead power lines.)

Within the first 30 instructional days of the school year and again during January, the school will conduct one severe weather drill, one earthquake drill, and one building lockdown. Fire drills will be conducted in accordance with the timelines, procedures, and requirements outlined in the DHBC regulations.

Whenever possible, first responders shall be given notice of possible drills and invited to observe. The principal is responsible for ensuring the implementation of these drills and reporting completion and problems noted during the drill to the SBDM Council and to the district Central Office for any remedial action needed.

Possible access control methods that will be used at Sanders Elementary School are outlined below:

- All exterior doors must remain locked at all times.
- All visitors must enter through the posted front entrance.
- The front entrance must remain secure with electronic access or controlled by a "greeter."
- All visitors must use the buzzer and be recognized or escorted by school staff prior to gaining access to the reception area.
- The principal is responsible for ensuring that trained personnel monitor the front entrance at all times. At no time during the school day are students allowed to monitor the front entrance or the reception area.
- All visitors must report to the front office, provide photo identification, state the purpose of the visit, and wear a school-specific badge on the outermost garment during the entire visit. Upon leaving, all visitors must report back to the front office.
- The office must keep an accurate log of each visitor, including the date and time of the visit, the purpose of the visit, and the name of the person with whom they visited.
- Classroom doors must remain locked during instruction time.

### **Evaluation**

At the end of each school year, the emergency procedures are to be reviewed by the SBDM Council and first responders and to be revised as needed.

**Date of First Reading:** 11/17/2021

**Date of Second Reading:** 12/15/2021

**Date Adopted:** 12/15/2021

**Date Reviewed:**

**Signature:** Alison Dahlgren  
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Sanders Elementary School

**Subject of the Policy:** Enhancing Student Achievement

### *Policy Statement*

SBDM Councils promote shared leadership between those who are closest to students. The SBDM Council of Sanders Elementary School then has the responsibility through KRS 160.345 2(c)(1) to set school policy consistent with Jefferson County Board of Education (JCBE) Policy, which shall provide an environment to enhance student achievement and help the school meet the goals established by KRS 158.645 and 158.6451.

**Date of First Reading:** May 18, 2016

**Date of Second Reading:** August 31, 2016

**Date Adopted:** August 31, 2016

**Date Reviewed:** August 25, 2021

**Signature:** Alison Dahlgren  
(SBDM Council Chairperson)



## SCHOOL-BASED DECISION MAKING

**School:** Sanders Elementary School

**Subject of the Policy:** Equity and Diversity

### *Policy Statement*

To ensure that all of our students receive rigorous, equitable, and research-based educational experiences, opportunities, and outcomes, we will ensure that each and every student:

- Is able to achieve at high academic levels.
- Feels safe, welcome, and valued at our school.
- Receives a full, fair share of the opportunities our school has to offer.
- Knows and honors the achievements of his or her ethnicity, cultural identity, perspectives, and tradition.
- Knows and honors the achievements of other cultural traditions he or she may encounter in our community and later in life.
- Respects and understands that different life experiences lead to different perspectives.
- Allows/Encourages equal access to all programs.

We commit ourselves to annual reflection on how well we are fulfilling this commitment, including review of the following data disaggregated by gender, ethnicity, socioeconomic status, and disability:

- Student academic performance
- Student participation in our academic and extracurricular programs
- Student disciplinary referrals
- Family involvement in school activities
- Feedback from students, parents, staff, and community leaders on their perception of our performance in this area
- Efforts to establish a diverse staff, reflective of the student population
- Attendance

Based on what we learn from that reflection, we will develop and implement the plans needed to address any area of growth to fulfill the commitment made above. We will combine this work with our School Improvement Plan (SIP) process and ensure that our staff members are caring and culturally responsive. Additionally, the school's Comprehensive School Survey results will be used to gauge actual student perception and facilitate our decision making.

We will establish a Racial Equity Committee. This committee is established in response to the Jefferson County Board of Education's *District Commitment to Racial Educational Equity* policy and shall include teachers, the principal and/or assistant principal/counselor, a classified staff member, two parent representatives, two student representatives (when appropriate), and two community members.

**Purpose:**

- Review the effectiveness of, and recommend further professional development regarding equity on campus.
- Review (in concert with the administrative team) current discipline data, focusing especially on disparities in subgroups, and suspension data.
- Review policy and practice regarding access to advanced placement, college, dual credit, and CTE coursework for all students, specifically focusing on ensuring equitable access for students.
- Use of the R.E.A.P (Racial Equity Analysis Protocol) for all major campus decisions that could potentially impact students. Report findings of the R.E.A.P to the administrative team and SBDM.
- Draft, train, and maintain the school-based Racial Equity policy each year, reporting information quarterly to SBDM.

**Meeting and Reporting Schedule**

Once monthly as a committee and reports quarterly to SBDM (September, December, February, and May) on the progress of the committee's charges

**Date of First Reading:** 12/16/2019

**Date of Second Reading:** 1/15/2020

**Date Adopted:** 1/15/2020

**Date Reviewed:** 12/15/2021

**Signature:**

*Alison Dahlgren*

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(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School Name:** Sanders Elementary School

**Subject of the Policy:** Extracurricular Programs

### *Policy Statement*

Extracurricular programs shall be selected based on the following criteria:


- The program complements the academic achievement of students.
- The program encourages students to develop self-confidence, self-esteem, and leadership skills.
- The program provides opportunities for students to participate in activities that encourage physical fitness, cooperation, and team building with adults and peers.
- The program provides the opportunity for students to interact socially in a positive manner with students in our school, other schools, and other districts.
- The program follows the participation guidelines as specified by JCPS Activities and Athletics rules and regulations as well as those of the Kentucky High School Athletic Association (KHSAA).
- The program provides opportunities for students from all backgrounds to participate in the program activities and is intentional in its recruitment efforts.

**Date of First Reading:** 5/18/2016

**Date of Second Reading:** 8/30/2016

**Date Adopted:** 8/30/2016

**Date Reviewed:** November 17, 2021

**Signature:**   
\_\_\_\_\_  
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School Name:** Sanders Elementary School

**Subject of the Policy:** Improvement Planning

### *Policy Statement*

The primary purposes of the School Improvement Plan (SIP) shall be:

- To improve student learning, growth, and development.
- To eliminate achievement gaps among groups of students and address targeted needs.

Each year, a standing committee, in collaboration with the faculty, shall work with the district planning unit and the principal to conduct a needs assessment and to create, implement, and monitor the SIP.

The standing committee shall use the platform provided by the Kentucky Department of Education (KDE). The SIP structure shall include the components set out in 703 KAR 5:225 and the elements required by KRS 158.649.

The standing committee will give the principal a written draft of the SIP each year for Council approval. Component managers and the committee will follow the district policy on planning to ensure that all timelines are met and that the plan is developed in accordance with district guidelines for planning set in board policy and state law.

Component managers and the committee will collaborate to adhere to timelines set in statutes for data analysis and plans to close the achievement gaps in their school. The principal will be responsible for communication with the district staff, the Council and committees, and their leaders throughout the planning process to ensure that the plan is appropriate and will accomplish the school's mission.

The principal will be responsible for differentiating their efforts when inviting parents, teachers, and the community to a Council meeting to share and discuss the draft SIP for the coming school year. After hearing the discussion and comments, the Council will approve the SIP and submit it to the appropriate assistant superintendent for review and final submission to KDE.

The principal will update the SBDM Council and all relevant stakeholders at each Council meeting as to the progress of the school plan.

**Date of First Reading:** May 18, 2018

**Date of Second Reading:** August 30, 2018

**Date Adopted:** August 30, 2018

**Date Reviewed:** November 17, 2021

**Date Reviewed:** March 14, 2022

**Signature:**



(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Sanders Elementary School

**Subject of the Policy:** Instructional Practices

### *Policy Statement*

The Sanders Elementary School instructional staff shall consistently use instructional practices (methods and techniques used to support standards-based instruction) that are tailored to meet the unique instructional needs of **all** students at Sanders Elementary School. The principal, Instructional Leadership Team (ILT), and/or Continuous Improvement Committee shall recommend to the SBDM Council instructional design and implementation practices that are based on state and district curriculum standards and that are consistent with the Kentucky Framework for Teaching. These practices include, but are not limited to, the following:

- Inquiry-based instruction
- Critical thinking
- Differentiated instruction
- Data-driven instruction
- Deeper Learning
- Assessment Literacy
- Project-Based Learning, authentic and challenging tasks
- Development of conceptual understanding
- Technology to support standards-based learning
- Problem solving, collaboration, discussion and argumentation
- Caring and culturally responsive teaching
- Promotion of civic engagement and social competence

The recommended instructional practices shall also be consistent with Domain 3 of the Kentucky Framework for Teaching and TPGES.

The SBDM Council shall be responsible for reviewing recommendations for school wide instructional practices and determining if the recommendations will enhance student achievement. The SBDM Council shall provide final approval of the recommended instructional practices. The SBDM Council shall regularly review and/or update this Instructional Practices policy based on emerging needs of the school.

**Date of First Reading:** September 19, 2018

**Date of Second Reading:** November 28, 2018

**Date Adopted:** November 28, 2018

**Revised:** August 25, 2021

**Signature:** Alison Dahlgren  
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Sanders Elementary School

**Subject of the Policy:** School Schedule

### *Policy Statement*

An ad hoc committee will be formed to determine the master schedule for the school. This committee may consist of two special areas teachers, one Exceptional Child Education (ECE) teacher, one Primary teacher, one Intermediate teacher, and one parent. The committee will have responsibility for the following:

- Coordinating a lunch schedule for appropriate classes
- Coordinating a special area schedule for appropriate classes
- Scheduling teams in the computer lab, Media Center, and gym when available
- Providing equitable planning time for all teachers
- Attempting to provide common planning time for each team
- Coordinating classroom guidance twice a month

The committee will provide the schedule to the principal for approval by the SBDM Council by **June 1** of each year. Any subsequent additions or amendments to the master schedule shall be the responsibility of the principal and based on the needs of the students.

**Date of First Reading:** May 18, 2016

**Date of Second Reading:** August 30, 2016

**Date of Review:** April 21, 2021

**Date Adopted:** April 21, 2021

**Date Reviewed:** March 14, 2022

**Signature:** Alison Dahleron  
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Sanders Elementary School

**Subject of the Policy:** School Space

### *Policy Statement*

The principal will have the responsibility of assigning school space during the school day based on the following criteria:

- Class size
- Program need
- Accessibility for students
- Appropriate supervision of students
- Safety
- Close proximity of instructional teaching teams
- Overall effective school management

The principal will inform the faculty and staff in writing of space assignment for the next school year by **May 15**. Changes in space assignment will only be made after **May 15** due to an increase/decrease in a class/program or the addition or abolishment of a class/program. If a change is necessary, the principal will notify those affected as soon as possible to explain the necessity of the change.

**Date of First Reading:** May 18, 2016

**Date of Second Reading:** August 31, 2016

**Date Reviewed:** April 21, 2021

**Date Adopted:** April 21, 2021

**Signature:** Alison Dahlgren  
(SBDM Council Chairperson)

## Racial Equity Analysis Protocol (REAP)

**Date:** April 21,2021

**Department:**

**Name of Policy/Plan:** School Space

**Filtered by:** SBDM Council

Reap Questions	Reap Responses
1. What is the overarching purpose of the policy/practice?	<b>Assigning school space for equitable Usage during the school day</b>
2. Is the initiative or policy/practice resourced to guarantee full implementation and monitoring?	<b>yes</b>
3. Which racial/ethnic groups could be inequitably affected by this policy/practice? How?	<b>NA</b>
4. Which racial or ethnic group may have the most concerns with this policy/practice? Why?	<b>NA</b>
5. What unintended consequences could result from the policy/practice (racial inequities or otherwise)?	<b>NA</b>
6. Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the policy/practice? How did the process go? What was the feedback?	<b>Yes, ILT and SBDM</b>
7. What factors may be producing and perpetuating racial inequities associated with this issue? Does this policy/practice deepen these inequities or improve them?	<b>na</b>
8. Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular policy/practice?	<b>ILT and SBDM</b>



<b>Next Steps</b>	
1. After using the REAP for this policy/practice, should it move forward?	<b>yes</b>
2. If yes, what changes will you make in moving forward that could be more inclusive?	
3. What is the deadline on the changes before moving forward?	

## Racial Equity Analysis Protocol

**Date:** 6/21/2021

**Department:**

**Name of Policy/Plan:** Assignment of Instructional and Noninstructional Staff Time

**Filtered by:** Sanders SBDM Council

REAP Questions	REAP Response
1. What is the overarching purpose of the proposal/initiative?	Prepare an instructional and noninstructional staff assignment in compliance with all JCPD policies
2. Is the initiative or policy resourced to guarantee full implementation and monitoring?	Staff will receive implicit bias training, trauma informed care with a staff focus on racial equity.
3. Which racial/ethnic groups could be inequitably affected by this policy? How?	NA
4. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?	NA
5. What unintended consequences could result from the policy (racial inequities or otherwise)?	NA
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?	yes

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?	NA
8. Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular proposal/initiative?	Instructional Leadership Team SBDM
<b>Next Steps</b>	
After using the REAP for this program or practice, should it move forward?	yes
If yes, what changes will you make in moving forward that could be more inclusive?	
What is the deadline on the changes before moving forward?	

## SCHOOL-BASED DECISION MAKING

**School:** Sanders Elementary School

**Subject of the Policy:** Student and Family Support Services

### *Policy Statement*

A committee shall be formed for the purpose of determining support services for students and families. Representatives on this committee may include the school counselor, the academic instructional coach, the Extended School Services (ESS) coordinator, one Exceptional Child Education (ECE) teacher, the Family Resource and Youth Services Center (FRYSC) coordinator, mental health counselors, and a representative from each of the teaching teams. This committee shall plan, monitor, and evaluate student and family support services. Support services include, but are not limited to, counseling, ECE, ESS, and FRYSC services and community support referrals.

The committee will be responsible for reporting information on the statutes of the student and family support services when requested or, at a minimum, twice a year to the SBDM Council.

**Date of First Reading:** 12/16/2019

**Date of Second Reading:** 12/16/2019

**Date Reviewed:** 12/15/2021

**Signature:** Alison Dahlgren  
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Sanders Elementary

**Subject of the Policy:** Technology Utilization

***Policy Statement:***

Technology use in the twenty-first century has become a vital component of all aspects of life. For students to be contributing citizens, they must receive an education that incorporates technology into all aspects of learning. Sample School will provide students with technology skills instruction and opportunities to apply the skills to their work in core content subjects. Sample School will create competent digital citizens by providing integrated Internet safety and digital citizenship instruction to all students.

All fifth-grade students at the elementary school level and all seventh-grade students at the middle school level will take the 21st Century Skills Assessment, which is aligned with the International Society for Technology in Education Standards for Students. All teachers at Sanders Elementary will incorporate technology into instruction by creating Digital Learning Environments as described in the Effective Learning Environments Observation Tool (eleot™), 2016.

Teachers will:

- Encourage students to use digital tools/technology to gather, evaluate, and/or use information for learning.
- Encourage students to use digital tools/technology to conduct research, solve problems, and/or create original works for learning.
- Encourage students to use digital tools/technology to communicate and work collaboratively for learning.

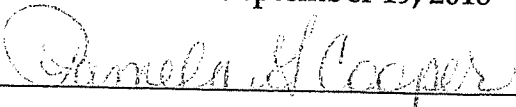
Within the constraints of the budget, the Council will ensure that the technology infrastructure is modern and fully functional and that it meets the teaching, learning, and operational needs of all stakeholders. School personnel will develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure. The principal will implement this process to address technology use and barriers, and the resulting plan will be monitored by the Council.

**Date of First Reading:** August 29, 2018

**Date of Second Reading:** September 19, 2018

**Date Adopted:** September 19, 2018

**Signature:**

  
\_\_\_\_\_

**School:** Sanders Elementary School

**Subject of the Policy:** Wellness

***Policy Statement***

At Sanders Elementary School, we believe in educating the whole child. The purpose of the wellness policy is to ensure that all students are provided a healthy environment that promotes wellness to aid student learning and success. Student health impacts academic performance through attention span, classroom behavior/conduct and achievement test scores positively correlated with physical activity.

At Sanders Elementary School, students will receive instruction to promote making healthy choices to be implemented through:

Goals for nutrition education

- The practical living/health education Kentucky Academic Standards (KAS) will be taught across disciplines and throughout the school environment.
- Foods and practices in the school environment will be consistent with nutrition education taught.

Goals for physical education/physical activity

- All students shall participate in a KAS-based physical education (P.E.) class.
- Every student will participate in KAS-based, moderate to vigorous physical activity (MVPA) each day, not to exceed 30 minutes a day. This will be part of the instructional day.
- Since this MVPA is counted as instructional time, it cannot be withheld or taken away as a form of punishment.
- School uses a Comprehensive School Physical Activity Program (CSAP) to increase physical activity opportunities through the school environment.
- Teachers shall make a reasonable effort to avoid long periods when students are physically inactive by providing classroom-based physical activity.

Goals for nutrition promotion

- The school will regularly provide opportunities for all students to become health literate by practicing nutrition education skills which establish, promote, and support health-enhancing choices.
- The school will provide an environment of scientifically-based nutrition messages throughout the school, within classrooms, and in school marketing that will be consistent with nutrition education and promotion.
- All food sold to students during the school day (from midnight until 30 minutes after the last bell) will be smart snack appropriate to enhance the health of our students and comply with the Federal Smart Snacks in school's requirements.

Goals for other school-based activities to promote student wellness

- Food used as a reward or to celebrate holidays, birthdays, etc. should be discouraged. However, if food is a part of classroom parties or celebrations, only healthy snacks

and beverages will be provided. Teachers will communicate with families appropriate classroom celebration guidelines.

- When food/beverages items are used as rewards, items that do not comply with federal Smart Snacks in schools standards (7CFR210.11) shall not be served until (30) minutes after the close of the last lunch period (JCBE policy 07.111: Competitive Foods).
- In an effort to promote healthy food choices, visitors are asked to please refrain from bringing their child fast food lunches to school and consider enjoying the healthy offerings and drinks in the cafeteria or bringing their own healthy lunch option.

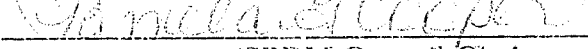
A plan for measuring implementation

- Sanders Elementary School is implementing the district-level wellness policy via a school-level wellness policy that is reviewed annually and strategies for school wellness are included in the Comprehensive School Improvement Plan (CSIP) and aligned with the Practical Living Program Review.
- Per KRS 160.345, the school council will annually evaluate the student physical activity environment, including the amount of time and types of physical activity provided in Sample Elementary School. A standing committee may be formed for this purpose. The results of this assessment will be presented to the SBDM Council for review.

**Date of First Reading:** May 18, 2016

**Date of Second Reading:** August 31, 2016

**Date Adopted:** August 31, 2016

**Signature:**   
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Sanders Elementary School

**Subject of the Policy:** Budget

### *Policy Statement*

The school budget shall consist of funds appropriated to the school for a period beginning **July 1 and ending June 30** of the next year. The initial budget of the new year must be approved by the SBDM Council no later than **March 7** of the preceding year. Any adjustments based on allocation changes after the opening of school must be approved by the SBDM Council no later than **September 2** of the new year.

A committee shall develop a budget for the school and to complete bimonthly financial reports to the SBDM Council.

This committee will use the budget instructions and recommendations as provided by the Financial Planning and Management Department. Timelines will adhere to those required by the Financial Planning and Management Department. The committee shall develop a draft budget and shall conduct a meeting on the budget before it is recommended to the SBDM Council. Following the meeting, the committee shall recommend a budget to the SBDM Council. The SBDM Council has the responsibility of reviewing, accepting, amending, or rejecting this budget as necessary. The SBDM Council must approve the budget for the school.

The SBDM Council shall be responsible for monitoring the budget. The principal shall be responsible for reporting the status of the budget to the SBDM Council during the regularly scheduled meetings of even months (e.g., February—month two, April—month four). The principal may shift funds along line items during the fiscal year, but the budget must balance at all times. All changes for staffing levels must be approved by the SBDM Council prior to implementation.

A copy of the audit report shall be shared with the SBDM Council at the meeting after it is received.

**Date of First Reading:** October 16, 2019

**Date of Second Reading:** November 20, 2019

**Date Adopted:** November 20, 2019

**Reviewed:** May 11, 2022



Signature: Alison Dahlgren  
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Sanders Elementary School

**Subject of the Policy:** Professional Development

### *Policy Statement*

The Instructional Leadership Team (ILT) and the principal shall ensure that the professional growth and development needs of staff are included in the needs assessment portion of the planning process. Additionally, the ILT and principal shall ensure that the appropriate objectives and strategies are included in the Comprehensive School Improvement Plan (CSIP) to provide for these needs for the coming school year. Finally, professional development (PD) should include a variety of formats and be modified based on student data/performance, staff reflections, and a myriad of evaluative tools, such as Vision 2020 and the Danielson Framework (PGES).

Approval of the CSIP will also constitute approval of the school PD offerings for the upcoming year. PD that is not included in the CSIP requires principal approval and must address a need that is included in the individual's evaluation and professional growth plan.

**Date of First Reading:** May 18, 2016

**Date of Second Reading:** August 30, 2016

**Date Adopted:** August 30, 2016

**Review Date:** November 18, 2020

**Signature:** Alison Dahlgren

(SBDM Council Chairperson)

## Racial Equity Analysis Protocol (REAP)

**Date:**

**Department:**

**Name of Policy/Plan: Professional Development**

**Filtered by: Sanders SBDM**

Reap Questions	Reap Responses
1. What is the overarching purpose of the policy/practice?	Provide common language to teachers and parents on school Professional Development
2. Is the initiative or policy/practice resourced to guarantee full implementation and monitoring?	Yes
3. Which racial/ethnic groups could be inequitably affected by this policy/practice? How?	Student of Color and English Language Learners can have achievement gaps addressed by excellent professional development.
4. Which racial or ethnic group may have the most concerns with this policy/practice? Why?	Students of color may feel like they are less welcome at school, important to maintain PBIS and continue to use quality data surveys to guide PD.
5. What unintended consequences could result from the policy/practice (racial inequities or otherwise)?	Without a clear policy, students of color and ESL can continue to be disciplined unfairly. Implicit bias training can be embedded in different PD sessions.
6. Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the policy/practice? How did the process go? What was the feedback?	Yes, parents have given input via SBDM.
7. What factors may be producing and perpetuating racial inequities associated with this issue? Does this policy/practice deepen these inequities or improve them?	Students of color can be more affected by lack of current Best Practice. Using current and best practice we can begin to undo the larger system biases that have affected students of color.

8. Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular policy/practice?	The principal, SBDM, ILT
<b>Next Steps</b>	
1. After using the REAP for this policy/practice, should it move forward?	Yes
2. If yes, what changes will you make in moving forward that could be more inclusive?	None
3. What is the deadline on the changes before moving forward?	On going

## SCHOOL-BASED DECISION MAKING

**School:** Sanders Elementary School

**Subject of the Policy:** Equity and Diversity

### *Policy Statement*

To ensure that all of our students receive rigorous, equitable, and research-based educational experiences, opportunities, and outcomes, we will ensure that each and every student:

- Is able to achieve at high academic levels.
- Feels safe, welcome, and valued at our school.
- Receives a full, fair share of the opportunities our school has to offer.
- Knows and honors the achievements of his or her ethnicity, cultural identity, perspectives, and tradition.
- Knows and honors the achievements of other cultural traditions he or she may encounter in our community and later in life.
- Respects and understands that different life experiences lead to different perspectives.
- Allows/Encourages equal access to all programs.

We commit ourselves to annual reflection on how well we are fulfilling this commitment, including review of the following data disaggregated by gender, ethnicity, socioeconomic status, and disability:

- Student academic performance
- Student participation in our academic and extracurricular programs
- Student disciplinary referrals
- Family involvement in school activities
- Feedback from students, parents, staff, and community leaders on their perception of our performance in this area
- Efforts to establish a diverse staff, reflective of the student population
- Attendance

Based on what we learn from that reflection, we will develop and implement the plans needed to address any area of growth to fulfill the commitment made above. We will combine this work with our School Improvement Plan (SIP) process and ensure that our staff members are caring and culturally responsive. Additionally, the school's Comprehensive School Survey results will be used to gauge actual student perception and facilitate our decision making.

We will establish a Racial Equity Committee. This committee is established in response to the Jefferson County Board of Education's *District Commitment to Racial Educational Equity* policy and shall include teachers, the principal and/or assistant principal/counselor, a classified staff member, two parent representatives, two student representatives (when appropriate), and two community members.

**Purpose:**

- Review the effectiveness of, and recommend further professional development regarding equity on campus.
- Review (in concert with the administrative team) current discipline data, focusing especially on disparities in subgroups, and suspension data.
- Review policy and practice regarding access to advanced placement, college, dual credit, and CTE coursework for all students, specifically focusing on ensuring equitable access for students.
- Use of the R.E.A.P (Racial Equity Analysis Protocol) for all major campus decisions that could potentially impact students. Report findings of the R.E.A.P to the administrative team and SBDM.
- Draft, train, and maintain the school-based Racial Equity policy each year, reporting information quarterly to SBDM.

**Meeting and Reporting Schedule**

Once monthly as a committee and reports quarterly to SBDM (September, December, February, and May) on the progress of the committee's charges

**Date of First Reading: 12/16/2019**

**Date of Second Reading: 1/15/2020**

**Date Adopted: 1/15/2020**

**Signature:** Alison Dahlgren  
(SBDM Council Chairperson)

## Equity and Diversity Policy

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? To ensure that all of Sanders students receive rigorous, equitable, and research-based educational experiences, opportunities, and outcomes.
2. Is the initiative or policy resourced to guarantee full implementation and monitoring? YES
3. Which racial/ethnic groups could be inequitably affected by this policy? How? NONE
4. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why? NONE
5. What unintended consequences could result from the policy (racial inequities or otherwise)?NONE
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? Policy was shared with Sanders SBDM committee and, ILT team.

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? NONE
8. Who (i.e., individual, Department, team, etc.) is the main driver for improving racial equity for this particular proposal/initiative? SBDM, ILT



## SCHOOL-BASED DECISION MAKING

**School Name:** Sanders Elementary School

**Subject of the Policy:** Improvement Planning

### *Policy Statement*

The primary purposes of the School Improvement Plan (SIP) shall be:

- To improve student learning, growth, and development.
- To eliminate achievement gaps among groups of students and address targeted needs.

Each year, a standing committee, in collaboration with the faculty, shall work with the district planning unit and the principal to conduct a needs assessment and to create, implement, and monitor the SIP.

The standing committee shall use the platform provided by the Kentucky Department of Education (KDE). The SIP structure shall include the components set out in 703 KAR 5:225 and the elements required by KRS 158.649.

The standing committee will give the principal a written draft of the SIP each year for Council approval. Component managers and the committee will follow the district policy on planning to ensure that all timelines are met and that the plan is developed in accordance with district guidelines for planning set in board policy and state law.

Component managers and the committee will collaborate to adhere to timelines set in statutes for data analysis and plans to close the achievement gaps in their school. The principal will be responsible for communication with the district staff, the Council and committees, and their leaders throughout the planning process to ensure that the plan is appropriate and will accomplish the school's mission.

The principal will be responsible for differentiating their efforts when inviting parents, teachers, and the community to a Council meeting to share and discuss the draft SIP for the coming school year. After hearing the discussion and comments, the Council will approve the SIP and submit it to the appropriate assistant superintendent for review and final submission to KDE.

The principal will update the SBDM Council and all relevant stakeholders at each Council meeting as to the progress of the school plan.

**Date of First Reading:** May 18, 2018

**Date of Second Reading:** August 30, 2018

**Date Adopted:** August 30, 2018

**Date Reviewed:** November 17, 2021

**Signature:** \_\_\_\_\_

*Alison Dahlgren*

(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Sanders Elementary School

**Subject of the Policy:** Parent Involvement (Title I)

### *Policy Statement*

We believe that parents/guardians are an integral and critical partner in the educational process. To promote the involvement of parents in their child's education, school staff will provide parents with timely information about school programs and activities, will be available to meet with parents to discuss their child's progress and concerns, and will provide ways for parents to be involved in the school. Parents/Guardians have the right and responsibility to communicate with staff concerning their child's progress, to access their child's permanent records, to support and encourage their child's school achievement and attendance, and to meet all requirements for entry into school.

Parents/Guardians are encouraged to be involved in the school through Parent Teacher Association (PTA) membership; attending Open House, orientation, and school programs and activities; volunteering their time; chaperoning field trips as needed; and serving on the Family Resource Center (FRC) Advisory Council and the SBDM Council. Parents represent the parent/guardian component on the Council. Parents/Guardians will receive communication from the school through newsletters, letters and notes sent home, telephone calls, and other appropriate means. In addition, individual teachers may establish other mechanisms to communicate with parents/guardians. Parents/Guardians are asked to follow all school and district policies regarding visitors to the school and volunteering in the school.

Parents/Guardians will be notified of the school's Title I Program at the annual orientation and Open House. During that meeting a parent will be selected to represent the school at the District Parent Advisory Council monthly meetings. Additional parent/guardian and PTA meetings may be held throughout the school year. Parents/Guardians will receive notification of these meetings through communications sent home with the students. To keep parents apprised of student progress, students will take home interim reports and the more comprehensive report cards as determined by the district. Additional information may be shared as deemed appropriate by the teacher or other staff.

A school-parent compact has been developed, which states how the school, family, and student will work together to promote high achievement and success for each student.

**The following documents must be submitted to the Title I office at the end of September:**

- Title I Meeting Agenda (Open House, PTA Meeting, Orientation, etc.)
- Title I Meeting Sign In Sheet
- Title I Parent Involvement Policy
- Title I School Parent Learning Compact

An annual Schoolwide Program Report will be developed by school staff and included in the Comprehensive School Improvement Plan. This report will be communicated with parents/guardians informing them of the progress of the school in a variety of areas as mandated by state regulations.

**Date of First Reading: May 18, 2016**

**Date of Second Reading: August 30, 2016**

**Date Adopted: August 30, 2016**

**Signature:** \_\_\_\_\_

*Samuel L. Cooper*  
**(SBDM Council Chairperson)**

## SCHOOL-BASED DECISION MAKING

**School:** Sanders Elementary School

**Subject of the Policy:** Primary Program

### *Policy Statement*

From the time students enter Sanders Elementary School until they begin the fourth grade, they will participate in the Primary Program. The Primary Program at Sample Elementary School is structured in multiage, multiability groups to best meet the academic needs of all students. Students in the Primary Program will be grouped and regrouped (when necessary) to best meet their needs in the Seven Critical Attributes of the Primary Program. It is the responsibility of the teachers to determine and evaluate grouping and regrouping patterns. Sample Elementary School will adhere to the JCPS *Student Progression, Promotion, and Grading* handbook.

The Seven Critical Attributes of the Primary Program are as follows:

- **Continuous progress**—Each student is expected and allowed to progress through the Primary Program at his or her own pace of learning. This approach recognizes that all individuals learn at different developmental rates. Students are allowed sufficient time to practice and to have specific skills retaught and are not pushed ahead so quickly that they miss important skills and information. Students are not held back in any area if they are ready to move ahead.
- **Developmentally appropriate practices**—Students are taught based on their individual readiness for the content, skill, or instructional approach. They are both challenged and given enough time to practice what they learn as they learn it. The needs of the whole student (physical, social, intellectual, emotional, and aesthetic/artistic) are addressed.
- **Multiage/Multiability grouping**—Students are grouped in the school for learning in much the same way as children participate in groups within their family or community, rather than solely by the students' ages. In some instances, the groupings are based on common interests, talents, or individual learning needs. Students also may be grouped so they have the opportunity to observe, learn from, and model the skills of other students. Groupings are flexible and may change during the school day. Younger students stretch academically as they work with older classmates. The learning of older students is reinforced when they share what they know with younger students. Individualized instruction is promoted for all students.
- **Authentic assessment**—This is the ongoing documentation of what students learn and do in their day-to-day classroom activities. Authentic assessment includes the teacher's notes on what he or she observes a student doing in class, work samples, logs of books read, projects completed, experiments conducted, information obtained from conferences with parents, and other methods. Detailed evidence is provided about what students are learning and what they can do with what they learn. Teachers use this information to adjust current individual learning experiences for students and to plan instruction that is appropriate for each student.

- **Qualitative reporting**—A student’s progress is communicated to the student and to his or her family in a manner that focuses on the growth and development of the whole student. The goal is to provide a comprehensive progress report that incorporates information from multiple sources. The strengths and needs of individual students are emphasized.
- **Professional teamwork**—All school staff (teachers, administrators, specialty teachers, teacher assistants, etc.) talk and plan together regularly. By problem-solving together and sharing their professional talents and skills, school staff are able to provide a better learning environment for students.
- **Positive parent involvement**—Schools actively seek to increase parent participation as partners in supporting their child’s learning. A trusting partnership is built between the parents and teachers at the school. Communication, understanding, and exchange of information between the school and home are established for the benefit of the student.

**Date of First Reading:** May 18, 2016

**Date of Second Reading:** August 30, 2016

**Date Adopted:** August 30, 2016

**Signature:**   
\_\_\_\_\_  
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Sanders Elementary School

**Subject of the Policy:** Principal Selection

### *Policy Statement*

Once the superintendent has verified a vacancy, the SBDM Council will form an Interview Committee. The principal selection Interview Committee shall consist of the SBDM Council and three additional members selected by the Council. 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. The SBDM Council shall receive training in the selection of a principal process which will include a review of the School's by-laws, principal selection policy and KRS 160.345. Additionally, all members shall sign a non-disclosure/confidentiality agreement forbidding the sharing of information shared and discussions held in the closed session.

The Interview Committee, as established above, shall develop a survey and may conduct meetings to get input from teachers, staff, parents, and community members for the development of specific criteria for the selection of a principal. The SBDM Council shall communicate to the school community the timeline for selection of the principal. The Interview Committee shall have access to the applications of all persons certified for the position. No principal who has been removed from a position in the district for cause may be considered for appointment as principal.

The Interview Committee will schedule a series of meetings to review applicants' materials, to formulate interview questions using the criteria, and to conduct the oral interview and complete written tasks as requested. The committee may request that one or more candidates return for a second interview. All interviews and discussion of candidates will be conducted in closed session.

After thorough discussion and review of the candidates, the Interview Committee shall make a recommendation of its top choice to the SBDM Council. After consideration has been given to the committee's recommendation, the Council shall have the responsibility of selecting the principal for the school as mandated by KRS 160.345. The principal shall be selected on a majority vote of the membership of the Council and the minutes reflecting this vote will be immediately forwarded to the superintendent's

designee for review. If the Council is unable to make a choice, the Council will ask the superintendent for other available candidates to interview or to appoint an interim principal for a period of no longer than one year.

**Date of First Reading:** September 19, 2018

**Date of Second Reading:** November 28, 2018

**Date Adopted:** November 28, 2018

**Reviewed:** May 11, 2022

**Signature:** Alison Dahlgren  
(SBDM Council Chairperson)

## School-Based Decision Making

School: Sanders Elementary School

Subject of the Policy: Selection of Instructional Materials and Textbooks

The Curriculum Committee shall make recommendations and report to the SBDM Council on the selection of instructional materials. School wide instructional materials shall be defined as materials to deliver instruction including textbooks, supplementary materials, technology materials, etc. The principal shall conduct a needs assessment for the following school year. Teachers will be allowed to preview the available textbook samples, complete a survey listing 1<sup>st</sup> and 2<sup>nd</sup> choice, and submit surveys to the Curriculum Committee to be used as the basis for textbook recommendation. In addition, all other school wide instructional materials will be listed and submitted to the SBDM Council for approval. Before ordering of instructional materials can be completed, following JCPS procurement procedures, the SBDM Council must take actions on the recommendations of the Curriculum Committee.

The Budget Committee will submit to the SBDM Council its recommendation for the specific teacher allocation amounts to purchase individual supplies. Each teacher will be held accountable for the expenditures and will be responsible for compiling his or her needs, and submitting this to the bookkeeper by the stated deadline. The bookkeeper will be responsible for ordering the item listed and distributing them to each teacher. Instructional materials and supplies ordered shall not exceed specific allocations as determined by the SBDM Council or through District allocations.

Date First Reading: November 20, 2019

Date of Second Reading: January 15, 2020

Date adopted: January 15, 2020

Date Reviewed: November 18, 2020

Signature of Chairperson:

Alison Dahlgren



## Selection of Instructional Materials and Textbooks

**Date:** November 18, 2020

**Department:**

**Name of Policy/Plan:** Selection of Instructional Materials and Textbooks

**Filtered by:** Sanders SBDM Council

REAP Questions	REAP Response
1. What is the overarching purpose of the proposal/initiative?	The selection of Instructional Materials
2. Is the initiative or policy resourced to guarantee full implementation and monitoring?	Yes
3. Which racial/ethnic groups could be inequitably affected by this policy? How?	No
4. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?	There are no groups that should have concerns.
5. What unintended consequences could result from the policy (racial inequities or otherwise)?	There should be no negative unintended consequences.
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?	Yes.

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?	None
8. Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular proposal/initiative?	Teachers, Parents
<b>Next Steps</b>	
After using the REAP for this program or practice, should it move forward?	No
If yes, what changes will you make in moving forward that could be more inclusive?	No
What is the deadline on the changes before moving forward?	No

## SCHOOL-BASED DECISION MAKING

**School:** Sanders Elementary School

**Subject of the Policy:** Assignment of Instructional and Noninstructional Staff Time

### *Policy Statement*

In January of each year, the administrative staff will survey teachers to determine their interest in teaching assignments and teams. By **June 15** of each year, the principal shall prepare an instructional and noninstructional staff assignment plan for the following school year. Staff assignments shall follow Jefferson County Board of Education (JCBE) policies and all negotiated contracts. All staff members will be notified in writing of intended assignments by **June 15** of each year. Intended assignments may be modified as needed based on:

- Changes in student enrollment.
- Programmatic needs.
- Changes in enrollment to a particular class or course requiring the abolishment of that class or course.

The staff affected will be notified promptly of the unforeseen situation and any resulting changes to their intended assignments.

Extra-duty assignments will be made by the principal on a rotating basis and distributed equally, based on the needs of the building. All certified staff will supervise hallways between classes and before and after school as students are entering or leaving the instructional classroom each day.

**Date of First Reading:** May 18, 2016

**Date of Second Reading:** August 30, 2016

**Date Adopted:** August 30, 2016

**Date Reviewed:** April 21, 2021

**Signature:** Alison Dahlgron  
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Sanders Elementary School

**Subject of the Policy:** Student and Family Support Services

### *Policy Statement*

A committee shall be formed for the purpose of determining support services for students and families. Representatives on this committee may include the school counselor, the academic instructional coach, the Extended School Services (ESS) coordinator, one Exceptional Child Education (ECE) teacher, the Family Resource and Youth Services Center (FRYSC) coordinator, mental health counselors, and a representative from each of the teaching teams. This committee shall plan, monitor, and evaluate student and family support services. Support services include, but are not limited to, counseling, ECE, ESS, and FRYSC services and community support referrals.

The committee will be responsible for reporting information on the statutes of the student and family support services when requested or, at a minimum, twice a year to the SBDM Council.

**Date of First Reading:** 12/16/2019

**Date of Second Reading:** 12/16/2019

**Date Adopted:** 1/15/2021

**Signature:** Alison Dahlgren  
(SBDM Council Chairperson)

## Racial Equity Analysis Protocol

**Date:** January 15, 2021

**Department:**

**Name of Policy/Plan:** Student and Family Support Services

**Filtered by:** Sanders SBDM Council

REAP Questions	REAP Response
1. What is the overarching purpose of the proposal/initiative?	To Provide support for students and families.
2. Is the initiative or policy resourced to guarantee full implementation and monitoring?	Yes. Monthly meetings are held to discuss students and monitor their progress.
3. Which racial/ethnic groups could be inequitably affected by this policy? How?	The system is very inclusive of all racial, ethnic, and other groups of students.
4. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?	The system has been created to be inclusive of all students and families.
5. What unintended consequences could result from the policy (racial inequities or otherwise)?	There is a possibility that we will be unable to contact certain families due to our changing student population.
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?	Yes, this system is developed to include feedback from stakeholders.

<p>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?</p>	<p>The goal of the system is to improve equity for all students in the areas of academic and social support. There could be negative over identification of certain populations, ethnic or racial groups. The committee needs to ensure they are sensitive to the needs of all ethnic groups and their cultures</p>
<p>8. Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular proposal/initiative?</p>	<p>Instructional Leadership Team SBDM</p>
<p><b>Next Steps</b></p>	
<p>After using the REAP for this program or practice, should it move forward?</p>	<p>yes</p>
<p>If yes, what changes will you make in moving forward that could be more inclusive?</p>	<p>The staff will receive more training for the staff inclusion and sensitivity of all ethnic and racial groups, as well as cultural beliefs.</p>
<p>What is the deadline on the changes before moving forward?</p>	<p>On going</p>

## SCHOOL-BASED DECISION MAKING

**School:** Sanders Elementary School

**Subject of the Policy:** Anti-bullying Policy

### *Policy Statement*

At Sanders Elementary School, we believe that all students have a right to a safe and healthy school environment. KRS 158.148 defines bullying as “any unwanted verbal, physical, or social behavior among students that involves a real or perceived power imbalance and is repeated or has the potential to be repeated:

1. That occurs on school premises, on school-sponsored transportation, or at school-sponsored event; or
2. That disrupts the education process.

This definition shall not be interpreted to prohibit civil exchange of opinions or debate or cultural practices protected under the state or federal Constitution where the opinion expressed does not otherwise materially or substantially disrupt the education process.” Sanders Elementary School has an obligation to promote mutual respect, tolerance, and acceptance. Sanders Elementary School will not tolerate behavior that infringes on the safety of any student.

At Sanders Elementary School, students will be educated by staff in all grade levels to help them identify and respond to the dangers of bullying. There are five types of bullying recognized in this policy.

- **Relational bullying**, sometimes referred to as “social” or “psychological” bullying. This takes the form of disrupting another student’s peer relationships through gossiping, whispering and spreading rumors. It also includes turning your back on them, giving them the silent treatment, leaving them out.
- **Cyber-bullying**, sometimes referred to as social bullying, is often indirect; students communicate negative representations of the target to third parties, often through social network sites, instant messaging, texting, chat rooms, posting on web pages or blogs.
- **Verbal bullying**, such as threatening, taunting, intimidating, insulting, sarcasm, teasing, ridiculing, making faces, rolling eyes and other gestures.
- **Physical bullying**, includes both the person (such as hitting, pushing, shoving, kicking, pinching, holding a person down) and/or their possessions (through extorting money, stealing or causing damage to possessions).
- **Sexual bullying**, sometimes referred to as sexual harassment, which includes unwanted sexual attention and comments, gender-demeaning remarks and jokes, using sexually offensive names, circulating pornography, touching the private parts of another student’s body, molestation, assault, and rape.

### **Reporting Procedures shall include:**

- Telling a teacher or another adult at school. Complete Bullying Report Form located in the Counselor’s office.
- Witness Statements may be completed by other students per the Bullying Witness Statement Form.
- A Counselor or designee will review and investigate the report from the student and/or reporting adult to verify illegal acts. Student reports that are found to have been intentionally filed under false pretenses or in retaliation will be subject to disciplinary action.

- A staff member will report immediately to the school administration when he/she witnesses or becomes aware of conduct that may be bullying or retaliation.

### **Progressive Discipline Process**

**Level One Intervention:** Involve school administration in order to correct behavior by stressing seriousness of behavior and keeping the student in the classroom. Parent will be notified. Interventions will typically involve conference with student, parent/guardian conference, office time-out, cooling-off period, peer mediation (if appropriate), referral to student support staff, or detention. Attempt to include parent and student(s) in constructive plan/behavior contract should be made. Staff should use these responses in a graduated fashion.

**Level Two Intervention:** Involve school administration in order to correct behavior by stressing seriousness of behavior while keeping student in school. Parent will be notified. Interventions will typically involve short-term time in Positive Action Center (PAC), time-out, or in-school suspension. Attempt to include parent and student(s) in constructive plan/behavior contract should be made. Staff should use these responses in a graduated fashion.

**Level Three Intervention:** Involve short-term removal of student from school environment because of severity of behavior (short-term out-of-school suspension ranging from one to three days). Attempt to include parent and student(s) in constructive plan/behavior contract should be made. Staff should use these responses in a graduated fashion.

**Level Four Intervention:** Involve removal of student from the school environment because of severity of the behavior (long-term out-of-school suspension ranging from six to ten days). This may involve the placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on monitoring the safety of the school community and ending self-destructive and dangerous behavior.

○ Attempt to include parent and student(s) in constructive plan/behavior contract should be made. Staff should use these responses in a graduated fashion.

### Retaliation Prohibited

Employees and other students may not retaliate against a student because he or she reports bullying or assists or participates in an investigation proceeding or hearing regarding the violation. The principal or designee shall take measures needed to protect students from such retaliation.

**Date of First Reading:** 8/29/2018

**Date of Second Reading:** 9/19/2018

**Date Adopted:** 9/19/2018

**Date Reviewed** May 11, 2022

**Signature:** Alison Dahlgren

(SBDM Council Chairperson)



## ***SCHOOL-BASED DECISION MAKING***

**School:** Sanders Elementary School

**Subject of the Policy:** Emergency Plan Policy

### **Policy Statement:**

The principal, in consultation with parents, teachers, other school staff, and local first responders, will collaboratively develop the school's emergency management plan as a way to develop and document efforts to prevent, mitigate, prepare for, respond to and recover from emergencies. The emergency management plan will include procedures for fire, severe weather, earthquake, and building lockdown as specified in Kentucky statutes and regulations. The plan, which must be adopted by the council and implemented, will include, but not limited to:

- Established primary and secondary evacuation routes which must be posted in each room by doorway used for evacuation.
- Identification of severe weather safe zones that have been reviewed by the fire chief, which must be posted in each room.
- Practices for students to follow in an earthquake.
- Development and adherence to access control measures for each school building, which may include (but not limited to):
  - Controlling access to exterior doors during the day
  - Controlling front door access electronically or with a greeter
  - Controlling access to individual classrooms
  - Requiring visitor check-in with identification and purpose provided
  - Display of visitor's badge on outer clothing
- Practices for students to follow in case of fire that are consistent with administration regulations of the department of Housing, Buildings and Construction.
- Procedures for lockdown of the campus.

Local law enforcement shall be invited to assist in establishing lockdown procedures.

Following adoption, the emergency plan and diagrams of the facilities will be provided to appropriate first responders. First responders, for the purpose of

this policy, include local fire personnel, local, county and/or state police personnel, and emergency medical personnel. Due to the need to maintain student and staff safety and security, the emergency plan and diagram of the facility will not be disclosed in response to any Open Records requests.

Prior to the first instructional day of school, the principal, or designee, will present and review all emergency procedures with all staff.

Documentation including the time and date of the review will be kept on file at the school with a copy sent to the district office to document completion.

Documentation may include methods such as a sign-in sheet that includes the printed name of each staff member (all certified and classified staff), the signature of the staff member and the date and time of the review.

Within the first thirty (30) instructional days of the school and again during the month of January, the school will conduct one (1) severe weather drill one (1) earthquake drill, and one building lockdown. Fire drills will be conducted in accordance with timelines, procedures and requirements outlined in the DHBC regulations. Whenever possible first responders shall be given notice of possible drills and invited to observe. The principal is responsible for ensuring the implementation of these drills and reporting completion and problems noted during the drill to the school council and to the district central office for any remedial action needed.

At the end of each school year, the emergency procedures are to be reviewed by the school council (or designated school council committee with report to the school council) and first responders and revised as needed.

Annually, the principal is responsible for working with central office to ensure that all local first responders have a current diagram of the school that notes the primary and secondary evacuation routes, the severe weather safe zones and notations of the exterior and front entrance access points. Completion will be reported to the council and documentation maintained in the principal's office.

A Comprehensive diagram of the school showing primary and secondary evacuation routes will be posted at each school. Identified severe weather safe zones which have been reviewed by the local fire marshal or fire chief will be posted at each school doorway prior to the first instructional day of school.

Possible access control methods that may be included in council policies as desired, are outlined below:

- All exterior doors must remain locked at all times.
- All visitors must enter through the posted front entrance.
- The front entrance must remain secure with electronic access only.
- All visitors must use the "buzzer" and be recognized prior to gaining access to the reception area.
- The principal is responsible to ensure that trained personnel monitor the front entrance at all times. At no time during the school day are students allowed to monitor the front entrance or the reception area.
- All visitors must report to the front office, provide photo identification, state the purpose of the visit, and wear a school-specific badge on the outermost garment during the entire visit. Upon leaving, all visitors must report back to the front office.
- The office must keep an accurate log of each visitor, the date and time of the visit, the purpose of the visit, and with whom they visited.
- All classrooms must remain locked during instruction time.
- Doors must remain closed during instruction time.
- During class changes, teachers must stand by their classroom door and monitor hallways.
- The principal is responsible for ensuring classroom access in the event of a substitute teacher

Date of First Reading: 8/29/18

Date of Second Reading: 9/19/2018

Date Adopted: 9/19/2018

Signature: \_\_\_\_\_

*Donna L. Cooper*  
(SBDM Chairperson)

## SCHOOL-BASED DECISION MAKING

**School Name:** Sanders Elementary School

**Subject of the Policy:** Technology Utilization

### ***Policy Statement***

Technology use in the 21st century has become a vital component of all aspects of life. For all students to be contributing citizens, they must receive an education that incorporates and provides equitable access to technology in all aspects of learning. Sanders Elementary will provide students with technology skills instruction and opportunities to apply the skills to their work in core content subjects. Sanders Elementary will create competent digital citizens by providing integrated Internet safety and digital citizenship instruction to all students.

All fifth-grade students should follow the guidelines in the current *Student Progression, Promotion, and Grading (SPP&G) Handbook* regarding technology graduation requirements, which are authentically incorporated during the defense process through the Backpack of Success Skills.

Within the constraints of the budget, the Council will ensure that the technology infrastructure is modern and fully functional and that it meets the teaching, learning, and operational needs of all stakeholders. School personnel will develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure. The principal will implement this process to address technology use and barriers, and the resulting plan will be monitored by the Council.

**Date of First Reading:** August 25, 2021

**Date of Second Reading:** September 22, 2021

**Date Adopted:** September 22, 2021

**Date Reviewed:**

**Signature:** Alison Dahlgren  
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

School: Sanders Elementary School

Subject of the Policy: Writing

### *Policy Statement*

#### STUDENTS' WRITING EXPERIENCES

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In order to provide multiple opportunities to develop complex and effective communication skills for a variety of purposes and use a variety of language resources, we will make sure students:

- Maintain a writing portfolio, a collection of student work that includes samples from all three categories that demonstrate growth over time as evidenced by backpack of success skills.
- Engage in three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for authentic audiences.
- Experience authentic, meaningful writing at all grade levels:
  - Writing for a variety of purposes and audiences.
  - Experiences that reveal ownership and independent thinking.
  - Writing in which students draw on their own experiences, culture learning, reading, and inquiry to complete writing tasks.
- Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
- Experience writing in both on-demand and writing-over-time situations.
- Write as a natural outcome of the content being studied in all curriculum areas and integrated as part of PBL.
- Read and analyze a variety of print and nonprint materials (e.g., artwork [2-D and 3-D], photographs, electronic text, graphics, illustrations, Web images, maps, multimedia), including persuasive, literary, personal, informational, and practical/workplace materials.
- Use diverse readings as models for student writing.
- Learn about and use appropriate resources for writing (e.g., personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider.

## GUIDELINES FOR INSTRUCTIONAL WRITING STRATEGIES

To provide multiple opportunities for students to develop complex communication skills for a variety of purposes, teachers will:

- Teach higher-order thinking skills.
- Assign three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for an authentic audience as part of the PBL process.
- Provide authentic, meaningful writing at all grade levels:
  - Writing for a variety of purposes and audiences.
  - Experiences that reveal ownership and independent thinking.
  - Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks.
- Teach the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting on writing. Provide consistent and timely feedback to guide and improve student writing skills.
- Provide both on-demand and writing-over-time assignments.
- Incorporate writing as a natural outcome of the content being studied in all curriculum areas.
- Assign students to read and analyze a variety of print and nonprint materials (e.g., artwork [2-D and 3-D], photographs, electronic text, graphics, illustrations, Web images, maps, multimedia), including persuasive, literary, personal, informational, and practical/workplace materials.
- Use diverse readings as models for student writing.
- Provide appropriate resources for writing (e.g., personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider.
- Allow student choice and exploration.

## SCHOOLWIDE STRUCTURES AND MONITORING

To ensure that every student has a writing portfolio that includes samples of work that show interests and growth over time, follows the student from grade to grade, and follows the student to any school he or she attends, the principal will:

- Ensure the district recommended curriculum frameworks (aligned to KAS) are implemented vertically and horizontally.
- Assign a literacy team to develop a written plan for implementing and monitoring a literacy/writing/communication plan.
- Ensure that the plan includes guidelines for incorporating student and teacher **use of technology tools**.
- Ensure the implementation of the writing plan.

- Ensure that the council annually reviews, revises (if necessary), and approves the writing plan by September 1 each year.
- Ensure that administrators and all teachers receive the professional development (PD) needed to improve writing and communications instruction across all content areas.
- Ensure that the plan is communicated with all stakeholders.

### **POLICY EVALUATION**

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

**Date of First Reading:** September 19, 2018

**Date of Second Reading:** November 28, 2018

**Date Adopted:** November 28, 2018

**Date Revised**

11/01/2019

**Signature:**

*Samela A. Cooper*

(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Sanders Elementary School

**Subject of the Policy:** Homework

### *Policy Statement*

Sanders Elementary School believes that homework given on a consistent basis is an effective instructional strategy that enables students to practice what they have learned. Homework helps establish independent study skills and promotes individual accountability.

Homework assignments should:

- Be assigned frequently.
- Include all grade levels.
- Increase in the degree of intensity as the student progresses through school.
- Cross all content areas.
- Reflect extensions of classroom learning.
- Increase in the amount of time spent as the student progresses through school.

Teacher responsibilities are to:

- Regularly provide students with feedback on homework.
- Provide instructional support to students as needed.
- Communicate to students clear and concise expectations regarding homework.
- Make assignments relevant to classroom learning and allow for independent practice.
- Use homework as instructional reinforcement, not punishment.

**Date of First Reading:** May 18, 2016

**Date of Second Reading:** August 30, 2016

**Date Adopted:** August 30, 2016

**Signature:** \_\_\_\_\_

*Genevieve H. Cooper*  
(SBDM Council Chairperson)



## SCHOOL-BASED DECISION MAKING

**School:** Sanders Elementary School

**Subject of the Policy:** Classroom Assessment

### *Policy Statement*

The Sanders Elementary School Instructional Leadership Team (ILT) shall establish and maintain a balanced, comprehensive school assessment system that effectively uses multiple (a) formative (assessment **for** learning), (b) common/benchmark/interim and (c) summative (assessment **of** learning) assessments to continuously inform teaching and improve learning for **every** student. Assessments shall be aligned with state and district curriculum standards and have clearly defined learning targets and learning progressions for each instructional unit.

Both teachers and students are associated with assessment practices. Teachers shall collaboratively design and use assessments to demonstrate mastery of key concepts and skills, to track and communicate student progress, and to provide students additional learning opportunities toward mastery and proficiency. Students shall be routinely engaged in monitoring their own progress and using descriptive feedback to adjust their own learning.

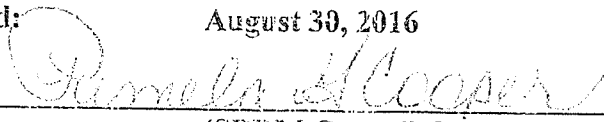
The principal and ILT shall recommend to the SBDM Council ongoing professional development (PD) to increase the assessment literacy of all instructional staff. Sanders Elementary School teachers shall administer schoolwide assessments according to the recommended assessment calendar (to be modified each year in accordance with district and state expectations). Required documentation of performance shall be based on multiple assessments of student learning as outlined in the JCPs *Student Progression, Promotion, and Grading* handbook. Sample School assessment practices shall also be consistent with the Kentucky Core Academic Standards (KCAS).

The SBDM Council shall be responsible for reviewing recommendations for schoolwide assessment practices and determining if the recommendations promote student learning and increase student achievement. The SBDM Council shall provide final approval of the recommended assessment practices. The SBDM Council shall regularly review and/or update this Classroom Assessment Policy based on the emerging needs of students in the school.

**Date of First Reading:** May 18, 2016

**Date of Second Reading:** August 30, 2016

**Date Adopted:** August 30, 2016

**Signature:**   
(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Sanders Elementary School

**Subject of the Policy:** Assignment of Students to Classes and Programs  
Within the School

### *Policy Statement*

Teachers within a grade level, working in collaboration with the principal, shall prepare assignments for current students to classes for the following school year by **July 15**. Any subsequent additions or amendments to student assignment lists shall be the responsibility of the principal.

The following will be taken into consideration when assigning students to classes and programs:

- Students' programmatic needs and interests
- Scheduling flexibility to meet student needs
- Master scheduling that allows for common teacher planning to meet the academic needs of students
- Goals and strategies outlined in the Comprehensive School Improvement Plan (CSIP)
- Class size caps (adhering to state guidelines and the Collective Bargaining Agreement)
- Scheduling that results in a class that generally reflects the diversity of the students in the school as a whole, taking into account the residential addresses and the sexes of the students in the class as a whole (if all other listed considerations above have been met)
- Parent input (if all other listed considerations have been met)

In assigning students in accordance with the above considerations, no student shall be assigned to a class or a program solely on the basis of his or her age, color, disability, marital or parental status, national origin, race, sex, sexual orientation, political opinion or affiliation or religion, or any other legally protectable category.

The principal shall ensure that mailings of students' class assignments are sent one month prior to the start of school. In addition, teachers shall receive class lists one month prior to the start of school. Placements may change based on student enrollment.

Parents who wish to seek a change in the assignment of their child shall confer with the principal, who shall have the authority to make changes.

**Date of First Reading:** May 18, 2016

**Date of Second Reading:** August 30, 2016

**Date Adopted:** August 30, 2016

**Signature:** *Damela M. Cooper*  
(SBDM Council Chairperson)

## School-Based Decision Making

School: Sanders Elementary School

Subject of the Policy: Dress Code

### Policy Statement:

In order to provide students and parents with guidelines for appropriate dress, the Sanders SBDM council has approved the following policy. This policy is intended to support efforts to provide a safe school environment for Sanders students and to ensure that the instructional process proceeds smoothly. The purpose of the following is as follows:

To ensure that students are dressed safely for school activities and to promote a safe, positive school culture.

To foster and enhance student self-image and public image of the school.

In general, students should not wear clothing or accessories that put the health and safety of that student and others at risk. Clothing should be clean, practical and not cause offense to others.

**Pants**-no sagging and/or extremely tight fitting pants. Inseam and waist should correspond to body measurements and the bottom of the pants should not cover the shoe or drag the floor.

**Short/Skirts**-students will not wear shorts/skirts that are extremely short or in which the underwear is visible.

Shorts/skirts should reach the bottom of the student's fingertips when the hands are held down to the students' side. Girls who wear skirts or dresses should wear shorts underneath if they are going to be playing on climbing equipment and for physical education.

**Shirts** -students will wear shirts that cover the midriff, conceal undergarments, and are not overly tight fitting. (No navels showing, no armpits showing, and no spaghetti straps).

**Clothing**-students will not wear clothing that promotes gangs, alcohol, tobacco, wrestling or violence or anything of a sexual nature. This includes shirts, hats, jackets or any other clothing accessories that may disrupt the instructional process.

**Shoes**-in the interest of student safety, students will wear sturdy shoes in which the feet are completely enclosed. If sandals are worn, they should have straps on the heel. Heels will not exceed 1-1/2 inches. Student will not wear flip-flops.

**Jewelry**-students become distressed when jewelry is lost or broken. We discourage jewelry or valuables being worn or brought to school. If jewelry is worn to school, the following rules will be followed:

- In the interest of safety, stud earrings only will be permitted.
- The wearing of chains, necklaces, and bracelets (hand and ankle) is discouraged. If chains or necklaces are worn, they must be concealed in the shirt. This decreases the likelihood of the necklace being caught on something or being grabbed, which would likely result in injury to the student.

**Hats/caps**-no hats or caps will be worn indoors.


**Make-up**-students will not wear or bring make-up to school.

Date of First Reading: November 28, 2018

Date of Second Reading: December 19, 2018

Date Adopted: December 19, 2018

Signature:

  
(SBDM Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Sanders Elementary School

**Subject of the Policy:** Discipline and Classroom Management

***Policy Statement***

The SBDM Council shall adhere to the rights and responsibilities of students as found in the JCPS *Student Support and Behavior Intervention Handbook* and in the school safety plan. The purpose of these documents is to provide students with a safe, secure, and positive learning environment.

**Date of First Reading:** August 29, 2018

**Date of Second Reading:** September 19, 2018

**Date Adopted:** September 19, 2018

**Signature:**



(SBDM Council Chairperson)

## SCHOOL-BASED DECISION MAKING

**School:** Sanders Elementary School

**Subject of the Policy:** Protection of Instructional Time

### *Policy Statement*

Sanders Elementary School ensures that every student will be actively engaged in instructional activities throughout the school day. It is important that interruptions to the instructional process be kept to a minimum. Instructional time will be protected in the following ways:

- Announcements will occur at a specified time or on an emergency basis only.
- Classroom instruction will begin when the bell rings. Calls to the classroom will only occur in emergency situations. Transition time will be minimized in the master schedule. Videos and television broadcasts will be used for instructional purposes only and will align to the standards.
- The School Discipline and Classroom Management Policy, as well as the School Safety Plan, will be used to develop a positive school culture and maximize instructional time.


### **Field Trips**

Many opportunities for learning exist outside of the classroom. Field trips are part of the students' instructional day. Therefore, all field trips must be an extension of the curriculum taught in the classroom and aligned to the standards. For field trips to be approved, the relationship between the curriculum and the field trip must be evidenced in the Request Form completed by the teacher(s). This request must be submitted following appropriate procedures and timelines. (As outlined in Jefferson County Board of Education [JCBE] Policy, these procedures and timelines are reviewed each year with the staff and are in the *Faculty Handbook*.) When parent volunteers chaperone field trips, a background check must be completed. Only students in the class will be allowed to participate in the field trip.

**Date of First Reading:** May 18, 2016

**Date of Second Reading:** August 30, 2016

**Date Adopted:** August 30, 2016

**Signature:**   
(SBDM Council Chairperson)