

JEFFERSON COUNTY PUBLIC SCHOOLS

SBDM

Policy Manual

A Publication for School-Based
Decision Making Councils



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Introduction

This publication is designed to help School-Based Decision Making (SBDM) Council members generate ideas as they develop their bylaws and policies. This information is provided as a starting point for your Council and should not be considered the only way to address the needs of the school in the area of bylaws or policies. Your SBDM Council should determine the needs of your school and then develop bylaws and policies that meet those needs.

Bylaws Information

OPERATIONAL PROCEDURES

BYLAWS INFORMATION

(Operational Procedures)

Bylaws are created by SBDM Councils to guide them in the process they will use to conduct their business of school governance. It is the responsibility of the Council to review and write bylaws in accordance with Jefferson County Board of Education (JCBE) policies, State Board Regulations, and Kentucky Revised Statutes (KRS) (specifically KRS 160.345). The following are suggested areas for development or amendment within the bylaws of the local Council.

Purpose Statement

The purpose statement might include why the SBDM Council was formed. KRS 160.345 (SBDM law) states that the Council has the responsibility to “provide an environment to enhance students’ achievement and to help the school meet the goals established by KRS158.645 and 158.6451.”

Membership and Selection Procedures

According to law, Council composition shall be three teachers, two parents, and one principal. The membership of the Council can be increased but only proportionately (e.g., six teachers, four parents, and two administrators), unless an alternative model has been submitted to and approved by the Kentucky Board of Education. Elections for teacher representation should be conducted by the teachers of the school. Teachers’ representatives to the Council must be elected through a majority vote of all teachers who are assigned to the building, including counselors and itinerants. Parent elections must be held by the largest parent and teacher organization of the school (generally the Parent Teacher Association/Parent Teacher Student Association [PTA/PTSA]). Parent members of the Council must have a student enrolled or preregistered to attend the school and must not be employed or have relatives employed at that school or at a district administrative office. A parent member of the SBDM Council must not be a local school board member or spouse of a board member.

Another consideration for membership is determining the terms of office. The SBDM Council has the responsibility to determine a term’s beginning and ending dates (the length of a term). An amendment to KRS 160.345, which became effective July 2000, allows members with terms of office of more than one year to succeed themselves. The process for filling a vacancy in a nonexpired term also might be addressed within the “Membership” section of the bylaws.

Responsibilities of Officers and Council Members

Within their bylaws, Councils might determine what officers are needed at their school and how these officers are selected. Unless an alternative model that states otherwise has been obtained, the principal is the chairperson of the SBDM Council. Responsibilities of the officers and of the Council members might be included in this section of the bylaws. These responsibilities might include attendance of Council members at meetings; completing required training; and promoting and communicating Council decisions and the responsibilities of the chairperson, the secretary, and others.

Scheduling Council Meetings

The members of the Council will determine when and where they will schedule the regularly called SBDM Council meetings. The process for calling a special meeting should be included within the bylaws. Those who attend special called meetings may discuss only those items listed as the purpose of the meeting.

Conducting a Meeting of the SBDM Council

Quorum

For an SBDM Council to conduct a meeting, a quorum must be established. A quorum is established when a majority (more than one-half) of the number of seats of the SBDM Council are present. Some schools have included within their bylaws such stipulations as a parent and teacher must be present for a quorum to be established, or a quorum is established when three-fourths of the Council members are present. If your bylaws have included additional requirements, your SBDM Council must adhere to these.

Open/Closed Meetings

All meetings of the Council are open meetings. A Council may go into closed session after the purpose of the closed session is announced in the open session of the meeting. There are two provisions for a Council to go into closed session: for the purposes of discussing the hiring of personnel and discussing possible/pending litigation. To meet open-meeting requirements, notice of all meetings (regularly scheduled and special) must be provided to the required listing of media and posted within the school a minimum of 24 hours in advance so that interested individuals may attend.

Operation

The Council should determine the process for conducting a meeting. Will *Robert's Rules of Order* be the guidelines for conducting a meeting, or will the Council use other guidelines?

Agenda

The Council should decide on a process for determining how items are submitted for inclusion on the SBDM Council agenda. Once items are submitted and included on the agenda, what is the notification process of agenda items, and how will these be discussed? Are persons within the audience allowed to address the Council? If so, what are the procedures for this?

Decision-Making Process

The bylaws should include procedures on how Council decisions will be made. Will decisions be made by consensus or by voting? It is suggested that Councils reach decisions through consensus when possible, but when needed, another form of decision making should be in place. Decisions of the Council cannot be made unless members are together at a meeting where a quorum has been established and the members have followed the established process for decision making.

Council Records

The Council is responsible for keeping minutes of all meetings and making these minutes available to the public. Within the bylaws, the Council should outline where minutes will be kept, who is the official custodian of the minutes, and how the public can view or obtain copies of the minutes of the Council. The minutes of an SBDM Council meeting must include

all votes (e.g., six—yes, four—no) and actions taken at the meeting (e.g., table these until the next meeting) but should not include a point-by-point discussion or a statement of which way individuals voted. Councils also might want to include a summary of the discussions of reports that were made and include recommendations and adopted policies within their minutes.

Appeals of Council Decisions

Persons who do not agree with a decision of the Council have the right to appeal the decision. The local Council should have an appeals process in place. This process should include the manner in which the appeal must be presented to the Council (it is suggested that this be in writing), the timelines and procedures for the hearing of the appeal by the Council, and timelines and methods of response by the Council (it is recommended that this also be in writing). Once heard at the local school, a decision of the Council can be appealed to the District SBDM Appeals Board following Board Policy BLCC.

Committees

According to KRS 160.345 (2) (c) (2), the SBDM Council determines if committees of the Council will be established. If committees are established, the Council has the responsibility to facilitate the participation of interested persons and to establish committee jurisdiction and composition, the process for membership, the method for decision making, and the process for reporting to the SBDM Council. All committees appointed by the Council are responsible for maintaining open meetings and open records, as previously outlined in this section for the Council.

Adoption/Amendment of Policies and Bylaws

The bylaws of the SBDM Council should include a process for adopting and amending the bylaws and policies of its school. It is recommended that, for adoption and amendment, the Council complete a two-reading process.

SAMPLE BYLAWS

SAMPLE ELEMENTARY SCHOOL

School-Based Decision Making Council

Purpose

The SBDM Council of Sample Elementary School shall have the responsibility to enhance student achievement through the policies adopted as specified in KRS 160.345.

I. Council Membership

A. Composition

The Council shall be made up of three teachers, two parents, and one principal. Teacher and parent representatives will be elected by their constituent groups.

B. Eligibility

Teachers: All certified teachers (including counselors and itinerant teachers) who are employed within the school are eligible to serve as teacher representatives to the SBDM Council. Principals or assistant principals may not serve as teacher representatives to the SBDM Council.

Parents: According to KRS 160.345, parent representatives (including parents, stepparents, foster parents, or legal guardians) to the SBDM Council shall have a child enrolled in or preregistered to attend the school during the term of office. Parent representatives shall not be employed at Sample School or in a district administrative office. Parent representatives must not have a relative (father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, son-in-law, daughter-in-law) employed at Sample School or in a district administrative office. A parent representative must not be a school board member or spouse of a board member.

C. Selection Process

Teachers: All full-time and part-time teachers (including counselors) assigned to the school may participate in the selection process. The selection process will be completed by **June 30** of each year, with the results being reported in writing to the principal by **July 1** of each year. Teacher members must be elected by a simple majority

vote of all teachers assigned to the building. An Election Committee consisting of teacher volunteers shall determine the nomination and balloting procedures. The Election Committee may want to consider procedures for the following: nominations, ballots, the election, ties, or failure to receive a majority vote.

Parents: All parents (including parents, stepparents, foster parents, or legal guardians) who have a child enrolled in or preregistered to attend the school are eligible to participate in the parent elections. The PTA Board of Managers shall be responsible for determining the election procedures, conducting the election, and notifying the principal in writing of the parents elected to the SBDM Council. Results must be reported to the principal by **July 1** of each year.

Minority Representation: KRS 160.345 requires that schools having more than 8 percent minority student population have minority representation to the SBDM Council. If this is not obtained in the initial election for Sample School in either the parent, teacher, or principal position, a special election will be conducted for both a minority teacher and minority parent representative to the SBDM Council. The principal will oversee this procedure.

Vacancies: If an SBDM Council member resigns or is removed from office (pursuant to KRS 160.347), another member shall be elected in a special election to complete the remainder of the term. Elections will follow the procedures as outlined in this section. Elections must be completed within 20 school days. While this process is being completed, the business of the Council will continue when a quorum is established.

D. Terms of Office

The terms of office for teacher and parent representatives to the SBDM Council will begin on **July 1** and end on **June 30** of the next year. Each term of office is one year.

II. Responsibilities of SBDM Officers and Council Members

A. Election of Officers

Officers for the Sample Elementary School SBDM Council shall be chairperson, vice-chairperson, and secretary. The vice-chairperson and secretary will be elected each July by a majority vote of the SBDM Council. The nominee must agree to accept the position. Reelection is permitted for the offices of vice-chairperson and secretary. If the vice-chairperson or secretary resigns his or her position, the Council will conduct a vote at the next meeting to fill the position with another member. The principal will be the chairperson of the SBDM Council.

B. Responsibilities of Officers

Chairperson: The principal shall serve as chairperson as required by KRS 160.345. Responsibilities of the chairperson include the following:

- Announcing and distributing meeting notices as appropriate
- Announcing and distributing the meeting agenda as appropriate
- Distributing needed materials to Council members prior to the meeting when available and at the meeting when necessary
- Facilitating the SBDM Council meeting
- Determining the presence of a quorum
- Overseeing an open, permanent file of meeting minutes

Vice-Chairperson: Once elected, the vice-chairperson shall have the following responsibilities:

- Presiding over Council meetings in the absence of the chairperson
- Overseeing the facilitation of committees assigned by the SBDM Council

Secretary: Once elected, the secretary shall have the following responsibilities:

- Keeping an accurate reflection (record) of the SBDM Council meeting and all actions taken by the Council

- Once approved, maintaining the minutes of the meeting and adhering to open-records requirements
- If the SBDM Council secretary is unable to attend a meeting, the principal shall ask another member to assume the secretary's responsibilities for that meeting.

C. Responsibilities of Council Members

Once elected to the SBDM Council, members' responsibilities include the following:

- Attending all regular and special meetings of the Council
- Considering the needs of all students when making decisions as a Council member
- Supporting, promoting, and communicating Council decisions to constituents

III. Council Meetings

A. Regular Meetings

The principal shall call the July meeting of the Council on the third Monday at 5:30 p.m. each year. At this meeting, the SBDM Council shall determine all regularly scheduled meeting times, dates, and locations for their terms of office. Notices for regular meetings will be provided to the media through the district's Central Office designee and posted within the building on the SBDM bulletin board, provided to school staff in weekly updates, and sent to parents through the PTA newsletter.

B. Special Meetings

In the event a special meeting is needed, the principal or a majority of the other members of the SBDM Council may call a meeting. During special meetings, the SBDM Council may discuss only those issues listed as the purpose for the meeting. Whoever calls the meeting has the responsibility for the following:

- **Posting of the Notice**—The date, time, place, and purpose of the meeting shall be posted on the SBDM bulletin board.
- **Notice Distribution**—A written and verbal notice, which includes the date, time, place, and purpose of the meeting, must be provided to each Council member. Written notification must be forwarded to the district's Central Office des-

ignee so that the media is notified. This must be done a minimum of 24 hours in advance.

- **Announcement**—On the morning announcements, the principal will indicate the date, time, and place of the special called meeting when school is in session.

C. Open/Closed Meetings

All SBDM Council meetings at Sample Elementary School shall be open to the public. The SBDM Council may go into closed session from the open meeting under the following circumstances: to discuss proposed or pending litigation by or against the SBDM Council and to discuss candidates for vacancies. The Council must reconvene in open session to make a decision on an issue.

D. Cancellation

A meeting of the SBDM Council may be canceled by a majority of the Council. In the event school is canceled or dismissed early due to inclement weather, the SBDM Council meeting will be canceled.

IV. Conducting a Meeting

A. Quorum

A quorum of the SBDM Council is established when a majority (more than one-half) of the number of seats is present. Four members must be present for Sample Elementary School to establish a quorum. No action of the SBDM Council may be taken if a quorum is not established.

B. Operations

The chairperson (or vice-chairperson) shall facilitate each SBDM Council meeting according to *Robert's Rules of Order*, except where otherwise specified within this document.

C. Agenda

- At the end of each regularly scheduled SBDM Council meeting, the agenda will be set for the next meeting.
- Council members may add items to any regular meeting agenda by contacting the chairperson three days in advance of the meeting.
- Teachers, parents, and others who are not on the SBDM Council may recommend items for the agenda by completing the Agenda Inclusion Form and returning it to the chairperson three

days in advance of the meeting. The person making the recommendation must attend the SBDM Council meeting when the item is to be addressed.

- Agenda items may be added only at the meeting, with SBDM Council approval.
- The agenda shall be distributed to all SBDM Council members at least two days in advance of the meeting.
- If the SBDM Council determines it necessary, agenda items may be forwarded to a committee for further study.

D. Input From Non-Council Members

Those who attend the SBDM Council meetings will be provided with an opportunity to discuss issues under consideration by the Council. The following procedures will be followed:

- A sign-in sheet will be provided for parties interested in speaking on an agenda item.
- A person who has recommended an item on the agenda shall be given the opportunity to speak first on the issue.
- Input will be allowed before the SBDM Council makes its decision.
- As each topic is discussed, the chairperson will call on speakers in the order they signed the sign-in sheet. Each speaker is limited to 2 minutes, with a maximum of 20 speakers per meeting.

E. Decision-Making Process

The primary method of decision making shall be by consensus. If consensus cannot be reached, the Council will discuss the issue again (either at the current meeting or at a future meeting). If the Council cannot reach consensus after the second discussion, a majority vote will be taken to decide the issue.

V. Council Records

A. Minutes

Written minutes of each regular and special called meeting of the Sample Elementary School SBDM Council will be kept.

- The SBDM Council secretary will keep minutes for each meeting of the Council.

- The minutes must be an accurate record of actions and votes taken by the Council at each meeting.
- If the action taken was the adoption of a policy or other written materials (the Consolidated Plan, budget allocations, committee report, etc.), these will be attached to the minutes of the meeting when the action occurred.
- The Council will review a copy of the minutes, make amendments, and approve them at the next meeting. The minutes shall be available for inspection immediately following the meeting in which they are approved.
- Copies of the approved minutes will be posted on the SBDM bulletin board, filed in the library, and forwarded to the superintendent/designee (three copies).

B. Requests for Council Records

- SBDM Council records are available for inspection during the hours of operation of the school's Media Center. Requests for copies of the Council records must be made to the principal. This request must include specific dates and documents. Within three days of receiving the request, the principal will provide the requested records or a written explanation of why these will not be provided. The cost for copying the records is 10 cents a page.

VI. Bylaws and Policy Development and Amendments

- Policies shall be developed by the SBDM Council or committees established by the Council. All policies and bylaws shall require two readings before they are adopted. No policy or bylaws shall be adopted by the Council at the meeting in which they are introduced. Amendments to policies and bylaws shall require two readings as outlined above.

VII. Appeals

A. For a person(s) to appeal a decision of the SBDM Council, he or she must first request, in writing, an opportunity to be heard and the request shall include information on the purpose of the appeal.

B. The SBDM Council shall schedule a hearing within 30 days from the date of the request. The

person bringing the appeal shall be given written notification of the hearing date and time.

C. The parties may be represented by legal counsel and may call witnesses relative to the appeal.

D. The SBDM Council shall consider the merits of the complaint, make a decision, and respond to the complaint in writing.

E. A copy of the reply shall become a part of the official minutes of the SBDM Council.

F. If the matter is not satisfactorily resolved within no longer than ten calendar days of the hearing, an appeal may be submitted in writing to the superintendent/designee, who will refer it to the District SBDM Appeals Board (Policy BLCC).

VIII. Removal of a Council Member

A. A member of an SBDM Council may be removed by the Kentucky Board of Education if he/she engages in a pattern of practice that circumvents or is detrimental to the process (KRS 160.345 [9]).

B. A member of a School Council may be removed for cause, after an opportunity for hearing before the local board, by a vote of four-fifths of the membership of the board of education and after the recommendation of the chief state school officer (KRS 156.132 and KRS 160.347).

IX. SBDM Council-Assigned Committees

A. The SBDM Council at Sample 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 are formed and dissolved by the Council as needed. Each year at their first meeting (July meeting), the Council members will determine the needed standing committees and the responsibilities of these committees.

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 by **August 31** of the calendar year. Once the list is

approved, committee volunteers will be notified of their first meeting by the principal.

E. Each committee shall elect a chairperson by majority vote at its first meeting. The term of the chairperson will be one year, and the chairperson may be reelected.

F. Each committee shall determine the frequency and agenda of meetings. 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 documentation of the Council (see section V, part A).

G. Committees have the responsibility to carry out tasks assigned to them by the Council. Committees may research issues, gather schoolwide input, or prepare drafts for the SBDM Council.

H. Decisions of 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.

I. The Committee chairperson/designee must report (both orally and in writing) to the SBDM Council as requested by the Council.

POLICY DEVELOPMENT

According to the SBDM Law KRS 160.345 (2) (c), "The school council shall have the responsibility to set school policy consistent with district board policy which shall provide an environment to enhance the students' achievement." A policy is a written document that guides the educational process at the school. The SBDM Law specifically lists areas for policy adoption by the SBDM Council:

1. Determination of curriculum, including needs assessment and curriculum development (The Comprehensive School Improvement Plan [CSIP] for the school addresses needs assessment and includes strategies/activities [including professional development (PD)] for achievement in the areas of curriculum on which the school is focusing for growth. While a committee with diverse membership completes the process of developing the CSIP, the SBDM Council should review the CSIP [at a minimum], with acceptance of the CSIP recorded in the minutes of the Council meeting. (Included in the determination of curriculum is the offering of core curriculum in Advanced Placement).
 2. Assignment of all instructional and noninstructional staff time
 3. Assignment of students to classes and programs within the school
 4. Determination of the schedule of the school day and week (Remember that unless you seek and have an approved school board waiver, you must adhere to the beginning and ending times of the day and year as established by the JCBE.)
 5. Determination of use of school space during the school day
 6. Planning and resolution of issues regarding instructional practices
 7. Selection and implementation of discipline and classroom-management techniques (This will be consistent with the procedures established in the JCPS *Code of Acceptable Behavior and Discipline*.)
 8. Selection of extracurricular programs and determination of policies relating to student participation
 9. Procedures consistent with local school board policy for determining alignment with state standards, technology use, and program appraisal
 10. Consultation with the principal for the hiring of personnel other than the principal (The Council should have an adopted policy for consultation that includes meetings, timelines, interviews, and review of written materials.)
 11. A wellness policy that includes moderate to vigorous physical activity each day and encourages healthy choices among students
- In addition to the areas listed above, the SBDM Law (KRS 160.345) also allows Councils the authority to form policies in the following areas:
- Determination of the local school budget— Acceptance of the local school budget allocations as determined by the SBDM Council should be recorded within the minutes of its meeting.
 - Hiring the school principal from the list of candidates recommended by the superintendent (The superintendent must recommend candidates for a school before a candidate can be considered for principalship.)
 - Choosing whether or not to implement a committee structure —If the Council implements committees, it must adopt a policy to facilitate the participation of interested persons. Many schools will include this within their operational procedures or bylaws for their SBDM Council. Committees would be responsible for making reports and recommendations to the SBDM Council.
 - Selecting textbooks and instructional materials (Most Councils have a committee that works closely with the teachers to determine which textbooks and materials are most appropriate. Once the committee makes a recommendation and the Council has taken action on it, it should be recorded within the Council minutes.)
- When developing policies in the areas listed above, the SBDM Council must be certain that policies re-

main within the area of authority of SBDM Councils as provided in KRS 160.345; are focused on student achievement; are not contrary to state or federal laws or regulations; do not expose the school or district to unreasonable legal or financial liability; and do not expose students, staff, and others to health and safety risks. By following these guidelines, SBDM Councils can continue creating policies that enhance student achievement.

Once the Council has fulfilled its responsibility in determining a need and has then created and adopted a policy, it is the responsibility of the principal and the school faculty and staff to implement that policy. Once a policy has been implemented, the Council should periodically review the policy to determine its effectiveness. If needed, the Council may amend a policy according to the local school bylaws that have been established.

Councils sometimes attempt to create policies that are outside the parameters established by KRS 160.345. There are areas in which SBDM Councils do not have the authority to create policies. These areas include the following:

- **Personnel Evaluations:** The Council cannot evaluate school personnel or make recommendations for the dismissal of school personnel. Furthermore, the Council should not allow someone to bring individual personnel issues that are evaluative in nature to the Council. This is the responsibility of the school administration, not the Council.
- **Setting graduation requirements** continues to be the responsibility of the JCBE, in conjunction with Kentucky Department of Education (KDE) requirements. Setting these requirements is not the Council's responsibility. For example, Councils might make a policy that says mathematics portfolios will count for 10 percent of the mathematics grade in grade eleven. The Council cannot make a policy that says students must complete a mathematics portfolio to graduate. The first scenario describes a policy for a mathematics curriculum; the second one describes a policy for graduation requirements.
- Councils must continue to adhere to the Student Progression, Promotion, and Grading guidelines established by the JCBE. If a school wants to deviate from these guidelines (e.g.,

using an alternative report card), it should first seek and be granted a waiver in this area from the JCBE. The process for completing this waiver can be found in the *Student Progression, Promotion, and Grading Procedures Handbook* of the appropriate level.

- Although SBDM Council members work very hard at establishing policies for student achievement, there are no provisions within KRS 160.345 for establishing pay for Council members. Therefore, Councils cannot establish a policy to pay members.
- Many SBDM Councils have established, either through policy or Council bylaws, a procedure for removing Council members for such reasons as unethical behavior or not attending Council meetings. These procedures should not be a part of the Council's policies or bylaws. KRS 160.347 establishes a procedure for the removal of Council members. This statute—not individual Council procedures—must be referred to and followed for the removal of Council members.

If a Council is considering a policy that is not within the parameters of SBDM, the Council must reconsider the policy or seek a waiver from the JCBE. The process for completing a waiver can be found in the *Jefferson County Board of Education Policy Manual* (BLDA).

The following pages include sample policies for each of the areas listed above as being within SBDM Council authority. These are samples only. They are not intended as the only possibility for a policy to be written in a particular area. Council members should review these policies, consider whether they are applicable for their school, and borrow what will work well for their school. When developing or considering policies for the SBDM Council, ask the following questions:

- Is this within the authority of the SBDM Council? If not, have we obtained a waiver from the JCBE?
- Will this positively affect the achievement of all of **our** students?
- Does this policy reflect good educational practices?
- Does this reflect what is best for **our** school?

- Is the policy clear and easily understood?
- Are there health and safety issues to consider?
- Are there any legal or financial liabilities to consider?
- Are there contractual issues that must be considered?
- Can the policy be administered and enforced?
- Is the policy consistent with state and/or federal laws and regulations?

Included in the following pages are a sample policy format and sample policies for each of the areas within SBDM Council authority as described in this section. These are provided for informational purposes only and are intended as a starting point for an SBDM Council to consider. An SBDM Council should analyze the needs of its school and then develop a policy that meets those needs. An SBDM Council should review policies periodically to determine if amendments are needed. It is essential to implement policies as they are written. If the implementation does not follow the process as outlined within the policy, adjustments to the implementation or amendments to the policy must be made.

SAMPLE SBDM

LEGALLY REQUIRED POLICIES

SCHOOL-BASED DECISION MAKING

P O L I C Y F O R M A T

School: Sample School

Subject of the Policy: Alignment With State Standards

Policy Statement

Under the direction of the Instructional Leadership Team (ILT) (including the administrative staff) at Sample School, the planning process will ensure:

- Sustained analysis of whether each of the programs is contributing adequately to helping all students meet state standards by reviewing the Unbridled Learning: College/Career Readiness for All Accountability System results and other formative assessment results.
- Systematic work to improve those programs in order to meet state standards for all students within the timetable set by the Kentucky Board of Education.
- Ongoing monitoring and evaluation of the implementation and impact of the programs.
- That continual improvements and revisions are made to program strategies based on the regular monitoring and evaluation of their effectiveness.

This process will be implemented and reviewed to reflect alignment of state standards through needs assessment and Implementation and Impact Checks.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

Updated July 2011

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample High School

Subject of the Policy: Assignment of Students to Advanced Placement Courses

Policy Statement

The school counselor(s) and teachers will advise students and parents of Advanced Placement (AP) course options and will encourage students to consider more challenging coursework. Students identified for AP courses will meet with the appropriate counselors to draft a schedule for the following school year. Counselors will submit the draft schedule to the principal for final approval by **June 30** of each year.

The AP Core Curriculum will be offered at Sample High School in the areas of English, science, mathematics, social studies, world language, and the arts. These steps will be followed to determine AP assignment:

1. Review the student's Individual Learning Plan (ILP).
2. Obtain and review student interest and need (**April 1**).
3. Receive permission of the teacher (**May 15**).
4. Review curriculum changes as specified in the Comprehensive School Improvement Plan (CSIP) (**April 1**).
5. Develop a draft of the master schedule (**June 1**).
6. Develop a draft of the individual student schedules (**June 30**).
7. When developing student schedules, give consideration to transcript review, needs of students, available subjects, class size, race, sex, and teacher contractual obligations.
8. Student schedules will be available at registration days in early August.
9. Students entering school after the initial scheduling will be assigned to AP courses according to item 7. Final approval will be given by the principal/designee.

In the event that on-site AP courses are not available for eligible students, electronic instruction through Kentucky Virtual High School may be made available. Students who successfully complete AP courses either on-site or electronically will receive credit toward graduation.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

Updated July 2011

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample High School

Subject of the Policy: Assignment of Instructional Staff to Advanced Placement Courses

Policy Statement

The principal will complete the assignment of staff to Advanced Placement (AP) courses after the SBDM Council has determined the number of positions needed in the areas of AP. Assignments will follow procedures as outlined in negotiated personnel contracts and also will include the following:

- Certification of staff in the content area
- Acquired professional development (PD) to teach an AP course
- Changes in student enrollment
- Changes in enrollment to a particular class or course requiring the abolishment of the class or course
- If a change is needed to meet the educational goals and needs of the students, all parties (teachers/classified staff, principal, and others involved in a particular situation) must agree that the move best meets the educational goals of the students.
- Notification to staff involved is provided by the principal, both orally and in writing.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

Updated July 2011

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample School

Subject of the Policy: Committee Structure Policy

Policy Statement

The SBDM Council at Sample 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. Standing SBDM committees are aligned with the Standards and Indicators in School Improvement (SIS) document and JCPS District best practices. The following standing committees have been established along with areas of responsibility:

- **Instructional Leadership Team**
 - Comprehensive School Improvement Plan (CSIP)
 - Implementation and Impact Checks
 - Professional Development (PD)
 - Assessment Timeline/Plan

- **Academic Performance**
 - Extended School Services (ESS) Planning and Development
 - Talent Pool Criteria
 - Writing Timeline
 - Math
 - Technology
 - Literacy System/Reading
 - Academic Content Areas

- **Learning Environment**
 - Cultural Health Awareness
 - Parent Involvement
 - Every 1 Reads**
 - Attendance
 - Student Support Team
 - Charitable Campaigns
 - Fundraisers
 - Student Council
 - Student Recognition
 - Behavior Management

- **Efficiency**
 - Budget
 - Scheduling
 - Textbooks
 - School Resources

(continued)

SCHOOL-BASED DECISION MAKING

P O L I C Y

SBDM-Assigned Committee Process

- The Council shall encourage the following committee composition: faculty, Classified staff, parents, minority representation, and representatives of the school community.
- Standing and ad hoc committees are formed and dissolved by the Council as needed. The Council will determine the needed standing committees and responsibilities of these committees each year at its first meeting (July meeting).
- Committee membership will be obtained through a signup of volunteers. The Council will review to determine if additional representation is needed and/or to approve this list by August 31 of the calendar year. Once approved, committee volunteers will be notified of their first meeting by the principal.
- Each committee shall elect a chairperson by majority vote at its first meeting. The term of the chairperson will be one year, and the chairperson may be reelected.
- Each committee shall determine the frequency and agenda of meetings. Written minutes of each committee meeting will be kept as an open, permanent record of the activities of each assigned committee. These minutes will be forwarded to the Council and will become a part of the required documentation of the Council.
- Committees have the responsibility to carry out tasks assigned to them by the Council. Committees may research issues, gather schoolwide input, or prepare drafts for the Council.
- Decisions of the Council-assigned committees shall be made by consensus. In the event consensus cannot be reached, a majority vote will be used to decide the issue.
- The committee chairperson/designee must report (both orally and in writing) to the Council as requested by the Council.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample School

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

Policy Statement

After the SBDM Council has 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 policy, the superintendent will provide a slate of candidates for each vacant position. An Interview Committee shall be formed within two weeks by the principal. This committee shall consist of the principal, teachers, Classified staff, parents, and a staff member who will be working closely with the new hire. The Interview Committee shall review applications and support materials of the candidates in closed session and shall interview the candidates for the position. The Interview Committee shall prepare a recommendation for the Council. Within one week of the Interview Committee's final meeting, a special meeting of the SBDM Council shall be called. The Council shall determine its top candidate and present this as a recommendation to the principal for consideration. After consideration is given to the SBDM Council recommendation, the principal shall make the final selection and submit this to the superintendent as required by KRS 160.345 (2) (h). All timelines will be shortened when a position is required immediately due to the needs of the students.

The definition of *quorum*, during the summer months (when school is not in session) for the purpose of consultation in the hiring of personnel other than the principal, shall be: After prior verbal and written notification of the special meeting (at least 24 hours prior to the meeting) to all SBDM Council members, those who are in attendance shall constitute a quorum.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample School

Subject of the Policy: Curriculum

Policy Statement

A Curriculum Committee shall be formed and shall be responsible for assessing, designing, monitoring, and evaluating the curriculum. The committee shall help ensure that the curriculum at Sample School meets state and local school board goals as described in the Kentucky Education Reform Act (KERA) and that technology is appropriately infused into the curriculum. The Curriculum Committee shall report to the SBDM Council monthly regarding the status of the implementation of the Comprehensive School Improvement Plan (CSIP) and other initiatives related to the curriculum.

The Curriculum Committee shall develop or update the CSIP to improve the curriculum. Priorities for the plan shall be supported by the results of various assessments. The plan may cover a period of more than one year. The plan shall include items as required in the CSIP process (priority need, goals, benchmarks, and strategies).

The Curriculum Committee shall ensure that the plan is communicated to teachers and that a summary of the highlights of the plan is provided to parents. The Curriculum Committee shall be responsible for reviewing new assessment data and recommending revisions to the CSIP.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample School

Subject of the Policy: Curriculum

Policy Statement

The SBDM Council shall adopt the curriculum of the Jefferson County Board of Education (JCBE) as the curriculum that shall be implemented at the school. This curriculum is aligned with state standards and is appropriate for our instructional needs. Subsequent amendments to the curriculum by the JCBE shall become effective immediately, upon approval by the board.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample School

Subject of the Policy: Curriculum

Policy Statement

A Curriculum Committee shall be established yearly as a standing committee. The Curriculum Committee shall have responsibility for the following:

- Gathering, compiling, and evaluating information related to the curriculum, instruction, and assessment
- Developing and making recommendations for the Comprehensive School Improvement Plan (CSIP), including identifying funding sources and professional development (PD), to the SBDM Council
- Reporting bimonthly (both orally and in writing) to the SBDM Council on issues surrounding the curriculum at Sample School
- Reviewing all assessment data when they become available and recommending changes when needed
- Reviewing the curriculum and new programs and recommending the adoption of such, as needed, to the SBDM Council
- Using ad hoc committees to complete tasks and make recommendations to the Curriculum Committee as needed

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample School

Subject of the Policy: Discipline

Policy Statement

The SBDM Council, when implementing discipline and classroom-management techniques, shall adhere to the rights and responsibilities of students as found in the JCPD *Code of Acceptable Behavior and Discipline* and the *Student Bill of Rights* and in a School Safety Plan. The purpose of these documents is to provide students with a safe, secure, and positive learning environment. In developing the School Safety Plan, teachers, parents, and administrators provide input regarding techniques of management; cooperation; and responsibilities of students, parents, teachers, counselors, the principal, and other school staff.

The School Climate Committee will have the responsibility of reviewing this plan yearly and making amendments when necessary. The School Climate Committee will report to the SBDM Council on the success of the climate within the school.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample Middle School

Subject of the Policy: Discipline

Policy Statement

Sample Middle School shall use the schoolwide Learning Environment Committee to develop and facilitate the implementation of schoolwide/classroom routines and procedures as well as to ensure the establishment of a schoolwide community consistent with the CARE for Kids philosophy. This committee will collect data on the implementation of the CARE for Kids program and on its effectiveness and impact on student achievement, behavior, and safety. The safety of all students in their learning environment will be ensured through the following:

- Implementation of the JCPS *Code of Acceptable Behavior and Discipline* and the *Student Bill of Rights*
- Development and implementation of a School Safety Plan amended yearly to meet the specific needs related to classroom discipline and management of the school
- Background check of all volunteers
- Principal/Designee disseminating information to faculty, staff, parents, and students
- The committee will meet regularly and refine the procedures based on outcome.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample School

Subject of the Policy: Enhancing Student Achievement

Policy Statement

SBDM Councils promote shared leadership between those who are closest to students. Council members include parents, teachers, and administrators of the local school. The SBDM Council of Sample 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 the students' achievement and help the school meet the goals established by KRS 158.645 and 158.6451.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample 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 within our school, other schools, and other districts.
- The program follows the participation guidelines as specified by JCPS Activities/Athletics rules and regulations.
- By **April 1** of each year, program sponsors will provide the SBDM Council with information on how their program(s) meets one or more of the above criteria and information on student participation in extracurricular programs. By **April 15** of each year, the SBDM Council will approve the extracurricular programs for the following school year.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample Elementary School

Subject of the Policy: Extracurricular Programs

Policy Statement

By **April 1** of each year, the principal, in collaboration with the Family Resource Center (FRC), shall review the extracurricular programs at the school and prepare a list of recommended extracurricular programs to be implemented for the subsequent school year, subject to the approval of the Council. Additional extracurricular programs to be implemented shall be presented to the Council for approval prior to their implementation.

The SBDM Council shall recommend student participation standards for each of the school's extracurricular programs. The student participation standards shall be consistent with state or national sponsor standards and with state and federal statutes and regulations.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample School

Subject of the Policy: Instructional Practices

Policy Statement

The Sample School instructional staff shall consistently use instructional practices (methods and techniques used in the delivery of the curriculum) that are tailored to meet the unique instructional needs of all students at Sample School. The principal, Instructional Leadership Team (ILT), and/or Curriculum 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 JCPD teaching competencies and core practices for a great classroom. These practices should:

- Be inquiry-based.
- Require critical thinking.
- Involve differentiated instruction.
- Be data-based.
- Focus on conceptual development.
- Provide students with authentic and challenging tasks.
- Require problem solving.
- Promote collaboration and social competence.
- Be caring and culturally responsive.
- Promote civic engagement.

The recommended instructional practices shall also be consistent with Standard 3 of Kentucky's Standards and Indicators for School Improvement.

The SBDM Council shall be responsible for reviewing recommendations for schoolwide 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: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample School

Subject of the Policy: Instructional Practices

Policy Statement

The Instructional Leadership Team (ILT), in collaboration with the principal, will be responsible for recommending to the SBDM Council instructional practices (methods and techniques used in the delivery of the curriculum) that will meet the instructional needs of the students. The SBDM Council shall be responsible for reviewing this recommendation and determining if the recommendation will enhance student achievement. The SBDM Council also is responsible for providing the final approval of the recommended instructional practices.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample School

Subject of the Policy: Program Appraisal

Policy Statement

Under the direction of the Instructional Leadership Team (ILT) (including the administrative staff) at Sample School, the planning process will ensure:

- Sustained analysis of whether each of the programs is contributing adequately to helping all students meet state standards by reviewing Unbridled Learning: College/Career Readiness for All Accountability System results and other formative assessment results.
- Systematic work to improve those programs in order to meet state standards for all students within the timetable set by the Kentucky Board of Education.
- Ongoing monitoring and evaluation of the implementation and impact of programs.
- That continual improvements and revisions are made to program strategies based on the regular monitoring and evaluation of their effectiveness.

This process will be implemented and reviewed to reflect alignment of state standards through needs assessment and Implementation and Impact Checks.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

Updated July 2011

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample Elementary School

Subject of the Policy: School Schedule

Policy Statement

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

- Coordinating a lunch schedule for appropriate classes
- Coordinating an itinerant-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 at least two times a week
- Coordinating classroom guidance twice a month

The Scheduling Committee will provide the schedule to the principal by **June 1** of each year. The principal may change the schedule if the needs of the school change (e.g., increased student enrollment).

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample Middle School

Subject of the Policy: School Schedule

Policy Statement

Prior to the start of the new school year, the administrative staff will develop the master schedule for the school based on the needs of the students and instructional programs within the school. The number of classes, rotation of classes, coordination of a lunch schedule, and provision of equitable planning time for all teachers shall be factors in developing the schedule.

The principal or designee will complete the schedule by **May 30** of each year and present it to the SBDM Council for approval. The principal may change the schedule if the needs of the school change (e.g., enrollment or addition of special programs).

The master schedule will provide:

- Equitable instructional time for all students to meet established content standards and to have enrichment and/or remediation opportunities.
- Opportunities, at least three times weekly, for students to participate in the Circle of Power and Respect (CPR) and/or class meetings.
- Opportunities for all Certified teachers to have the minimal contracted planning time of 50 minutes daily and a daily, duty-free lunch of 30 minutes, including passing time.
- Opportunities for staff teams to meet at least twice monthly for common planning, review of student work, and professional development (PD).
- Opportunities for in-house and/or district resource teachers to work with teachers during the school day.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample High School

Subject of the Policy: School Schedule

Policy Statement

Prior to the start of the new school year, the administrative staff will develop the master schedule for the school based on the needs of the students and instructional programs within the school. The number of classes, rotation of classes, coordination of a lunch schedule, and provision of equitable planning time for all teachers shall be factors in developing the schedule.

The principal or designee will complete the schedule by **May 30** of each year and present it to the SBDM Council for approval. The principal may change the schedule if the needs of the school change (e.g., enrollment or addition of special programs).

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample 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 both orally and in writing to explain the necessity of the change.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample School

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

Policy Statement

In January of each year, teachers will be surveyed by the administrative staff to determine their interest in teaching assignments and teams. By **June 1** 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 1** 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.

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: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample 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**. The principal shall present information for consideration, amendment, and approval by the SBDM Council. After Council approval, 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 requests (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 race, color, national origin, sex, religious beliefs, 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: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample Elementary School

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

Policy Statement

An ad hoc committee shall be formed to assist with the management of this function. The committee will consist of one representative from each team. Diversity is vital to the success of all our students; therefore, it will be seen throughout student assignment. The committee will make recommendations to the principal (no later than **July 15** of each year) for student assignment based on the following criteria:

- Student programmatic needs and student interests
- Class size caps (adhering to state guidelines and the Collective Bargaining Agreement)
- Special services (if required)
- Parent request (if the listed criteria have been adequately met)

The principal will review the recommendation of the ad hoc committee, complete the final class list, and provide the class assignment to teachers and parents. As new students enter the school, the principal/designee will assign students to class based on enrollment and then on the above criteria.

At Sample Elementary School, we believe parent involvement also is important to the success of our students. Parent requests must be received by **May 1** of each year. It is the responsibility of the ad hoc committee to communicate to all parents the procedures for requesting a placement for their child. Student assignment decisions will be based on the rationale for making the request; first, second, and third choices for student assignment; and meeting the required deadline for submission of the request. Therefore, parent requests will be honored only when the above criteria can be met and the school has received the appropriate information for the request from the parent.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample Middle/High School

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

Policy Statement

Students will be assigned to (scheduled in) classes by the appropriate counselor for each level. To determine student assignment for the following school year, counselors will complete a draft schedule to be submitted to the principal for final approval by **July 15** of each year. The following steps will be used to determine student assignment:

1. Review curriculum changes as specified by the Comprehensive School Improvement Plan (CSIP) (**April 1**).
2. Obtain and review student interest and need (**April 1**).
3. Develop a master schedule (**May 1**).
4. Develop individual student schedules (**May 30**).
5. When developing student schedules, consideration must be given to transcript review, needs of students, available subjects, class size, postsecondary preparation, and class size caps (adhering to state guidelines and the Collective Bargaining Agreement).
6. Consideration can also be given to creating 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 considerations listed above have been met).
7. Mail each student his or her schedule (**July 15**).
8. Students entering school after the initial scheduling will be assigned to classes according to items 5 and 6 above. Final approval will be given by the principal/designee.

In assigning students in accordance with the above considerations, no student shall be assigned to a class or program solely on the basis of his or her race, color, national origin, sex, religious beliefs, or any other legally protectable category.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample Elementary/Middle School

Subject of the Policy: Technology Use

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.

All fifth-grade students at the elementary school level and all eighth-grade students at the middle school level will take the 21st Century Skills Assessment, which is aligned with the National Education Technology Standard for Students. Sample School will develop a technology portfolio consisting of student work samples (six at the elementary school level, nine at the middle school level) that demonstrate the integration of technology into core content learning. We will submit this portfolio to Computer Education Support (CES), which will review the documentation and provide feedback to help us improve our use of technology. All teachers at Sample School will implement technology as defined by Kentucky Teacher Standard. Teachers will:

- Use appropriate technology to design and plan instruction.
- Use available technology to implement instruction that facilitates student learning.
- Integrate student use of available technology into instruction.
- Use available technology to assess and communicate student learning.
- Demonstrate ethical and legal use of technology.

Our Comprehensive School Improvement Plan (CSIP) process will include:

- An analysis of our JCPS technology assessment data, digital technology portfolio review, and other school data as necessary to discover the extent to which our students are meeting state standards.
- Systematic work to discover and correct the causes of barriers to high performance and the extent to which technology use is a factor.
- A revision of our CSIP based on our needs assessment data for that year. The plan will set goals and address contributing technology issues and methods to improve technology use and to help students meet state standards according to the timetable established by the Kentucky Board of Education.
- We will implement this process to address technology use and barriers, and the resulting plan will be monitored by the Council through ongoing Implementation and Impact Checks.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample High School

Subject of the Policy: Technology Use

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. Students at Sample High School will be competent users of technology and use technology to support learning in core content subjects.

All students at Sample High School will demonstrate technology competency prior to graduating. As defined in the *Student Progression, Promotion, and Grading* (SPP&G), they will do this in one of the following ways: score Proficient on the district's eighth-grade technology assessment, earn IC³ certification, or successfully complete a technology applications course. Sample High School will follow the IC³ curriculum for the Technology Applications course. Students who complete this course or more advanced technology courses will have the opportunity to take the IC³ exam to achieve this industry-recognized certification. To further prepare students for learning in the twenty-first century, all Sample High School students will successfully complete one online course during their high school career.

Sample High School will integrate technology into core content subjects. Each year, we will submit a digital technology portfolio with 12 samples of student work to Computer Education Support (CES) for review. CES will provide feedback to help improve our integration of technology.

All teachers at Sample High School will implement technology as defined by Kentucky Teacher Standard 6. They will:

- Use appropriate technology to design and plan instruction.
- Use available technology to implement instruction that facilitates student learning.
- Integrate student use of available technology into instruction.
- Use available technology to assess and communicate student learning.
- Demonstrate ethical and legal use of technology.

Our Comprehensive School Improvement Plan (CSIP) process will include:

- An analysis of our technology assessment data, digital technology portfolio review, and other school data as necessary to discover the extent to which our students are meeting state standards.
- Systematic work to discover and correct the causes of barriers to high performance and the extent to which technology use is a factor.
- A revision of our CSIP based on our needs assessment data for that year. The plan will set goals and address contributing technology issues and methods to improve technology use and to help students meet state standards according to the timetable established by the Kentucky Board of Education.

(continued)

SCHOOL-BASED DECISION MAKING

P O L I C Y

We will implement this process to address technology use and barriers, and the resulting plan will be monitored by the Council through ongoing Implementation and Impact Checks.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample Elementary School

Subject of the Policy: Wellness

Policy Statement

At Sample Elementary School, we believe in educating the whole child. This includes the growth of a child socially, cognitively, emotionally, and physically. Engaging students in physical activities promotes health and fitness while teaching valuable lessons in teamwork, discipline, citizenship, following rules, listening, and problem solving.

At Sample Elementary School, students will receive instruction to promote making healthy choices. This instruction will focus on the benefits of good nutritional choices, healthy habits, physical education (PE)/physical activity as reflected in the Kentucky Program of Studies and Program Review. To ensure that our school promotes student wellness, every student at Sample Elementary School will participate in moderate to vigorous physical activity each day, not to exceed 30 minutes a day. This will be part of the instructional day.

All students shall participate in moderate to vigorous physical activity as follows:

- Each student shall participate in a PE class _____ day(s) a week.
- The school will employ a certified PE teacher.
- Each student shall have supervised moderate to vigorous physical activity daily, preferably outdoors. The school shall provide the necessary space and equipment.
- Teachers shall make a reasonable effort to avoid long periods when students are physically inactive.
- Individual students shall not be deprived of physical activity as a consequence for behavior or academic performance.
- Appropriate accommodations shall be made for students with special needs.
- Teachers shall provide ample opportunities for water breaks.

Sample Elementary School shall encourage healthy choices among students using the following methods:

- Implement the nutritional standards required by federal and state laws and regulations.
- Avoid using food as a reward.
- Provide a practical living curriculum that addresses the full core content, including health, consumerism, and PE. The rest of our curriculum shall reflect an integrated concern for wellness, including connections to science, social studies, and other subjects.

Annually, staff will administer a physical activity assessment to each student. The results of this assessment will be presented to the SBDM Council for review.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

Updated July 2011

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample School

Subject of the Policy: Writing

Policy Statement

For a copy of the Kentucky Association of School Councils (KASC)/JCPS Sample Writing Policy, please contact the JCPS SBDM Office.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SAMPLE SBDM

BEST PRACTICE POLICIES

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample 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 15** 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 15** of the new year.

A standing committee shall be formed to develop a budget for the school and to complete bimonthly financial reports to the SBDM Council. This committee will be called the Budget Committee.

The Budget 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 Budget Committee shall develop a draft budget and shall conduct a meeting on the budget before it is recommended to the SBDM Council. All members of the school's faculty and staff and the Executive Board of the Parent Teacher Association (PTA) shall be informed of the meeting at least five school days in advance. A copy of the draft shall be made available upon request to any interested person. The chairperson of the Budget Committee shall preside over this meeting. Following the meeting, the Budget 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 Budget Committee 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: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample School

Subject of the Policy: Budget

Policy Statement

The allocations for the upcoming school year shall be provided to the SBDM Council and Budget Committee within two weeks of receiving these allocations from the Financial Planning and Management Department. The Budget Committee shall develop a budget to be presented to the SBDM Council at the Council's regularly scheduled March meeting. The Budget Committee will consider the following when developing the budget recommendation for SBDM Council consideration: the needs as identified in the Comprehensive School Improvement Plan (CSIP), the number of staff needed to meet contractual obligations and class size caps, the classroom and operational needs of the school, suggestions taken from the faculty and staff, and other requests.

The SBDM Council has the responsibility to review this budget, accept it, amend it, or reject it with recommendations to the Budget Committee. The SBDM Council must make final approval of the budget, and this action must be reflected in the minutes of the SBDM Council.

During the year, the principal may make line-item changes in the budget up to \$500. If the amount exceeds \$500, the SBDM Council will meet and approve it before action is taken. If changes are made, the principal must report these changes to the Budget Committee and SBDM Council at their regularly scheduled meetings so that adjustments can be made to future budget allocations if needed. The Budget Committee must report quarterly to the SBDM Council regarding the status of the budget.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample School

Subject of the Policy: Selection of Instructional Materials

Policy Statement

The SBDM Council, when selecting instructional materials, shall adhere to the procedures outlined in the JCPS Selection of Instructional Materials (Including Reevaluation/Reconsideration Process) document. The purpose of this document is to determine which textbooks, instructional materials, and student support services shall be provided in the school (per KRS 160.345).

The Efficiency Committee will make a recommendation to the SBDM Council as to which instructional materials should be purchased. The recommendation shall be in compliance with "Section IV: Criteria for Selection of Materials" as outlined in the Selection of Instructional Materials (Including Reevaluation/Reconsideration Process) document.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

Updated July 2011

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample 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, the professional-development (PD) map should be modified based on student data/performance, staff reflections, and myriad evaluative tools.

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: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample School

Subject of the Policy: Classroom Assessment

Policy Statement

The Sample School Instructional Leadership Team (ILT) shall establish and maintain a balanced, comprehensive school assessment system that effectively uses multiple formative (assessment for learning) and summative (assessment of learning) student 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. 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 assessment literacy of all instructional staff. Sample 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 Standard 2 of Kentucky's Standards and Indicators for School Improvement (SISI) and 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 the school.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

Updated July 2011

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample School

Subject of the Policy: Equity and Diversity

Policy Statement

We commit our school to ensuring 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 cultural tradition.
- Knows and honors the achievements of other cultural traditions he or she may encounter in our community and later in life.

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

- Student performance
- Student participation in our 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

Based on what we learn from that reflection, we will develop and vigorously implement the plans needed to correct any failure to fulfill the commitment made above. To the extent possible, we will combine this work with our Comprehensive School Improvement Plan (CSIP) process and ensure that our staff is caring and culturally responsive.

We have written specific steps to fulfill these commitments in our other policies.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample School

Subject of the Policy: Homework

Policy Statement

Sample 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 from Primary to Intermediate grades.
- 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: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample Elementary School

Subject of the Policy: Homework

Policy Statement

Homework assignments for Primary students at Sample Elementary School must be research-based and aligned with Comprehensive School Improvement Plan (CSIP) and district policies in the *Student Progression, Promotion, and Grading (SPP&G)* handbook.

Primary Grades

- Teaching teams at each level shall collaborate to ensure that homework reinforces classroom experiences and that the expected time spent is developmentally appropriate, as well as consistent, among grades.
- Team leaders shall follow up on any parent or student requests for assistance with homework assignments.

Homework is an extension of classroom instruction and will consist of additional practice of skills taught during classroom instruction, parent-child activities that contribute to classroom units, and daily reading logs that record the time students spend reading at home. Teachers will monitor homework completion and the habits of individual students. Homework assignments shall be evaluated by the teacher.

Intermediate Grades

- Teaching teams at each level shall collaborate to ensure that homework reinforces classroom experiences and that the expected time spent is developmentally appropriate, as well as consistent, among grades.
- Team leaders shall follow up on any parent or student requests for assistance with homework assignments.
- Homework is an extension of classroom instruction and will consist of additional practice of skills taught during classroom instruction, parent-child activities that contribute to classroom units, and daily reading logs that record the time students spend reading at home. Teachers will monitor homework completion and the habits of individual students. Homework assignments shall be evaluated by the teacher.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample School

Subject of the Policy: Improvement Planning

Policy Statement

The purpose of the SBDM Council is to enhance student achievement. The Comprehensive School Improvement Plan (CSIP) provides focus for the school community in its efforts to enhance student achievement. The Curriculum, Instruction, and Assessment Committee will be responsible for overseeing the CSIP process. This committee will include school support personnel and others identified as needed. The Curriculum, Instruction, and Assessment Committee will be responsible for determining if subcommittees are used in completing and monitoring the CSIP. The subcommittees follow the operational procedures outlined in the bylaws. If subcommittees are created, a member of the Curriculum, Instruction, and Assessment Committee will serve as chairperson of each of these subcommittees.

The Curriculum, Instruction, and Assessment Committee will be responsible for the following:

- Gathering, compiling, and evaluating information related to curriculum, instruction, and assessment to be used in the needs assessment process
- Developing the CSIP, including identifying goals, benchmarks, strategies, and funding sources
- Reporting monthly (both orally and in writing) on the progress of the plan through Implementation and Impact Checks to the SBDM Council and all relevant stakeholders
- Reviewing assessment data when they become available and recommending changes when needed

The SBDM Council is responsible for adopting and monitoring the CSIP. In doing so, the Council has responsibility for ensuring that:

- Students' needs are being addressed by reviewing the plan.
- Technology and equity are embedded in the CSIP.
- Funding is appropriately monitored.
- Professional development (PD) is appropriate and properly implemented.
- The Implementation and Impact Checks are being completed.
- The plan is amended or updated based on student needs.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample School

Subject of the Policy: Improvement Planning

Policy Statement

Each year, the standing Instructional Leadership Team (ILT), in collaboration with the faculty, shall work with the district planning coordinator and the principal to conduct a needs assessment and to create, implement, and monitor the Comprehensive School Improvement Plan (CSIP). Component managers and the ILT 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 update the SBDM Council and all relevant stakeholders each month as to the progress of the school plan through Implementation and Impact Checks.

The ILT will give the principal a written draft of the school improvement plan by **October 1** of each year for Council approval. Component managers and the ILT 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.

The principal will be responsible for inviting parents, teachers, and the community to a Council meeting to share and discuss the draft CSIP for the coming school year. After hearing the discussion and comments, the council will approve the CSIP by majority vote or consensus.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample 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 fliers 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.

An annual school report will be developed by school staff and sent to the parents/guardians. This report informs parents/guardians regarding the progress of the school in a variety of areas as mandated by state regulations.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

Updated July 2011

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample School

Subject of the Policy: Parent Involvement (Title I)

Policy Statement

Sample School is committed to engaging parents in meaningful activities that will lead to increased student achievement levels. To complete the effective home-school partnership, Sample School will provide:

- An annual meeting where parents will meet their child's teacher and be notified of their rights and responsibilities under Title I concerning involvement in their child's education. A new student orientation/Open House will also be scheduled.
- A variety of informational meetings throughout the year to assist parents in understanding federal and state academic standards and required assessments as well as training in how they can assist their child with being successful in challenging coursework.
- A varied schedule of times for meetings and activities to accommodate the needs of parents.
- Two formal parent-teacher conferences and additional information and ongoing communications regarding student progress and achievement.
- A school-parent compact, designed with parents and school staff, that outlines how parents, students, and staff have a shared responsibility for the student's education.
- Meetings and informational sessions for parents whose children are in key transitional points.

Every effort will be made to communicate with parents in a format and language that are familiar to the parents and easily understandable. Parents and community members are always welcome at Sample School.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

Updated July 2011

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample School

Subject of the Policy: Parent Involvement

Policy Statement

Our SBDM Council recognizes our students' families and our local community as essential partners in helping each student succeed. We commit ourselves to:

- Sharing clear information about each student's progress with his or her family.
- Offering practical suggestions to families on how they can support student learning at home.
- Making parents and community members full partners in our decision making.
- Seeking and supporting adult volunteers to work with and inspire our students.

We will achieve each of these goals through the methods listed below.

Information on Student Progress

Each grading period, teachers will provide each student's family with:

- A written report on the student's progress.
- A written report on how each student with a disability is progressing toward the goals of the Individual Education Program (IEP).
- An invitation to meet and discuss the student's progress.
- An opportunity for the student to participate in sharing information on his or her progress with the parents.
- The e-mail address and telephone numbers they can use to communicate with their child's teacher.

Home Support for Student Learning

Our principal and teachers will:

- Assign homework that is consistent with our Instruction Policy.
- Provide information on the content students will learn each year through the methods listed in our Curriculum Policy.
- Send home newsletters at least four times a year that include information on constructive family practices.
- Support a vigorous Parent Teacher Association (PTA).

Our Family Resource Center (FRC) will:

- Survey families at least once a year to learn what services and activities would most help them support their children.
- Offer a well-planned, well-publicized set of programs to meet those needs.
- Provide information on services and activities on our school Web site.

(continued)

SCHOOL-BASED DECISION MAKING

P O L I C Y

Decision Making

We invite concerned adults throughout our community to join in our decision making by:

- Signing up to serve on our SBDM committees.
- Attending SBDM Council or committee meetings.
- Commenting on draft policies and plans as they are made available.
- Participating in surveys, input meetings, and other opportunities to define school needs and develop solutions.

Volunteers

We invite concerned members of our community, including parents, to volunteer to help our students in the following capacities:

- Completing the School Volunteer Records Check Form
- Tutoring
- Assisting with classroom activities
- Preparing materials
- Joining our PTA and supporting its efforts to strengthen our school

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

Updated July 2011

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample School

Subject of the Policy: Primary Program

Policy Statement

From the time students enter Sample 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 the needs of our students 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, recognizing 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 upon their individual readiness for the content, skill, or instructional approach. They are 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 student's age. 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. Older students' learning is reinforced when they share what they know with younger students. Individualized instruction is promoted for all students.
- **Authentic Assessment**—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 appropriate for each student.
- **Qualitative Reporting**—A student's progress is communicated to him or her the child and to his or her family in a manner that focuses on the growth and

(continued)

SCHOOL-BASED DECISION MAKING

P O L I C Y

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 on a regular basis. 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: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

Updated July 2011

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample 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 five additional members. The SBDM Council will select two members from the Certified staff and two members from the Classified staff to serve on the Interview Committee. The Parent Teacher Association (PTA) Board of Managers will assign an additional parent to the Interview Committee. 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 Interview Committee, as established above, shall develop a survey and 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 Interview Committee will develop a set of interview questions. The SBDM Council shall communicate to the school community a plan that shall include selection criteria and a timeline. 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 interviews. 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 sessions.

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 elected on a majority vote of the membership of the Council. 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: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

Updated July 2011

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample School

Subject of the Policy: Protection of Instructional Time

Policy Statement

Sample 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 by implementing the following:

- Broadcasted messages will occur on an emergency basis.
- Students will begin classroom activities immediately upon arrival.
- Only emergency or expected calls will be sent to classrooms.
- School schedules will reduce the amount of time students spend transitioning from one classroom to another.
- Scheduled activities that reward or punish student behavior will not be conducted during instructional time unless they are aligned with the curriculum and with instructional policies established by the Council.
- Videos and television broadcasts will be used for instructional purposes only and will support the core content.
- Our School Discipline and Classroom Management Policy, along with the School Safety Plan, will be used for the purpose of reducing behavior problems.

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. 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 IICA, these procedures and timelines are reviewed each year with the staff and are in the *Faculty Handbook*.) Additional chaperones may be needed on field trips to ensure the safety of all students. When parent volunteers chaperone field trips, a background check must be completed or be on file (as required by law for all volunteers). Chaperones will be transported to the event in the same manner as the student, and only students in the class will be allowed to participate in the field trip.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

SCHOOL-BASED DECISION MAKING

P O L I C Y

School: Sample School

Subject of the Policy: Student and Family Support Services

Policy Statement

A standing committee shall be formed for the purpose of determining support services for students and families. A school counselor shall be the chairperson of this committee. Other representatives will include the Extended School Services (ESS) coordinator, one Exceptional Child Education (ECE) teacher, the Family Resource and Youth Services Center (FRYSC) coordinator, and one 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, FRYSC services, School-Based Admissions and Release Committees (SBARCs), and Teachers Assisting Teachers (TAT).

The committee will be responsible for reporting information on the status of the student and family support services twice a year to the SBDM Council.

Date of First Reading: _____

Date of Second Reading: _____

Date Adopted: _____

Signature: _____

(SBDM Council Chairperson)

Updated July 2011

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