

Mapleton Elementary
ALIGNMENT WITH STATE STANDARDS POLICY



ALIGNMENT NEEDS ASSESSMENT

Our yearly School Improvement Planning process will include:

- An analysis of our state testing data and other school data as necessary to discover the extent to which our students are meeting state standards and our programs are aligned with state standards.
- Systematic work to discover and correct the causes of and barriers to high performance by all students and the movement of students toward our goals.
- A revision of our School Improvement Plan based on our needs assessment data for that year. Our Plan will set Goals and address any indicated alignment issues to help move our students to state standards according to the timetable established by the Kentucky Board of Education.

We will implement this process to address our alignment with state standards and the resulting plan will be monitored by the council through ongoing implementation and impact checks.

POLICY EVALUATION

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

Date Adopted: _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

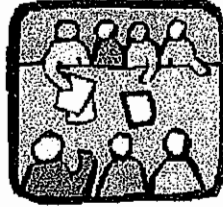
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COMMITTEES POLICY

MAPLETON ELEMENTARY



NAMES AND JURISDICTION OF STANDING COMMITTEES

There will be six SBDM standing committees with the following names and jurisdiction:

Planning and PD Committee

- Review and revise the SBDM policies on Improvement Planning and Technology Use. Draft revisions for council approval/adoption if necessary.
- Involving as many stakeholder ideas and opinions as possible, coordinate school needs assessments including necessary surveys and other data collection.
- Coordinate the development and implementation of the School Improvement Plan including working with component teams and overseeing the development and implementation of the Professional Development Plan.
- Ensure that the council is kept informed through Implementation and Impact Checks on the Plan.
- Recommend plans for the best use of technology based on needs assessments.
- Recommend other changes, ideas, and strategies to assigned policies based on annual needs assessments, data gathering, and research into best practice.
- Additional roles/charges as assigned by the council.

Budget Committee

- Review and revise the SBDM policies on Budget and Spending and Program Appraisal. Draft revisions for council approval/adoption if necessary.
- Develop, recommend, and monitor the annual budget and allocation of resources according to identified needs of the school.
- Recommend budget adjustments.
- Ensure that the council is kept informed with monthly budget reports.
- Recommend other changes, ideas, and strategies to assigned policies based on annual needs assessments, data gathering, and research into best practice.
- Additional roles/charges as assigned by the council.

Assessment Committee

- Review and revise the SBDM policies on Alignment with State Standards, Enhancing Student Achievement, Student Assignment, and Classroom Assessment. Draft revisions for council approval/adoption if necessary.
- Organize the testing data analysis every fall including reports to the Council.
- Recommend school priority needs based on test analysis data.

- Develop the state testing prep and reward plan each year.
- Recommend assignment of student procedures.
- Recommend classroom assessment ideas based on new research
- Recommend other changes, ideas, and strategies to assigned policies based on annual needs assessments, data gathering, and research into best practice.
- Additional roles/charges as assigned by the council.

School Culture & Resources Committee

- Review and revise the SBDM policies on Discipline, Classroom Management and Safety Plan, Extracurricular Programs, School Space Use, Instructional and Non-Instructional Staff Time Assignment, Wellness (Primary to Grade 5), and Parental Involvement (Legally required for Title I Schools and best practice for non-Title I schools). Draft revisions for council approval/adoption if necessary.
- Recommend discipline, classroom management, and safety changes based on annual needs assessments and data gathering.
- Recommend extra curricular program changes and ideas.
- Recommend use of school space ideas.
- Recommend parental involvement activities and strategies.
- Recommend other changes, ideas, and strategies to assigned policies based on annual needs assessments, data gathering, and research into best practice.
- Additional roles/charges as assigned by the council

Curriculum & Instruction Committee

- Review and revise the SBDM policies on Curriculum, College-Level Courses (Secondary), Writing, Instructional Practices, Homework, and School Day and Week Schedule. Draft revisions for council approval/adoption if necessary.
- Analyze curriculum alignment with the state standards and recommend changes.
- Recommend changes to the college-level/advanced courses program/policy and the writing program/policy when appropriate.
- Research and recommend instructional best practice ideas and innovations.
- Research homework best practices and recommend changes.
- Develop master schedule plan ideas to recommend to the principal.
- Recommend other changes, ideas, and strategies to assigned policies based on annual needs assessments, data gathering, and research into best practice.
- Additional roles/charges as assigned by the council

Program Review

- Review and revise SBDM policy on Program Review
- Recommend changes to the writing program/policy
- Complete annual review of the following programs: Primary, Arts and Humanities, Practical Living/Vocational Studies and Writing.
- Complete Assist Tool for submitting Program Review
- Additional roles/changes as assigned by the council

NOTE: The SBDM Council will be responsible for reviewing and revising (if necessary) its Bylaws and three policies: the Committee Policy, the Consultation Policy, and the Principal Selection Policy.

STANDING COMMITTEE COMPOSITION AND MEMBERSHIP SELECTION

All members of the faculty will serve on at least one standing committee. SBDM teacher reps are exempt but may serve on a standing committee by choice. Each standing committee will have grade level (or department) representation and include at least _____ members. Committees will also make every effort to include at least one parent and to provide reasonable representation of the ethnic diversity of our community.

Beginning in March, the following steps will be taken to recruit members for next year's committees:

MARCH

1. The principal (or principal's designee) will invite all parents in writing to sign up for committees via the PTA Newsletter (or attachment to report card, letter home to parents, etc.).
2. Current committee chairs (or their designees) will describe their committees' work at a PTA meeting and a meeting of certified and classified staff called by the principal.
3. Council and committee members will individually and actively seek out parents and other interested community members who are representative of the diversity of our community and encourage their active participation on school council committees.

APRIL

4. The principal (or principal's designee) will place committee sign-up sheets in a designated place that is convenient to staff and parents. These sign up sheets will include the name of each committee, the name of the current chair and a brief description of each committee's jurisdiction as outlined in the first section of this policy. Parents and community members may also sign up by telephone or letter. The person who takes the message or opens the letter will add the parent name to the sign-up sheet.

MAY

5. The council will appoint committee members using the sign-up sheets as a basis. The council may need to assign some people to committees that are not their first choice to give each committee adequate and balanced membership.
6. The principal will notify committee members of their appointments.

AUGUST

7. The principal (or principal's designee) will provide an additional, well-publicized opportunity to sign up for committees for both new staff and all parents.
8. The council will make appointments from those additional August sign-ups and set up a timeline for regular committee reports to the council for the coming school year.

9. As soon as possible following the August council meeting, the principal will call a faculty meeting for the purpose of letting all committees hold their first meeting. At that meeting all committees will:
 - Elect a chair. They will also elect or appoint a recorder who will take minutes for this first meeting and all subsequent meetings and a vice-chair who will take over in the absence of the chair.
 - Receive information from the principal about the council timeline for regular committee reports.
 - Set up a meeting schedule for the rest of the year.
 - Read and discuss this policy and ask the Chair of the council any questions regarding their role and duties.
 - If necessary, discuss the active recruitment of parents and community members to serve on their committee.
 - Discuss ongoing and any new charges from the council and develop a plan of action that includes a timeline.
 - Discuss the Open Meetings Law.

AD HOC COMMITTEES

As needed, the council may also approve ad hoc committees for the following tasks:

1. Analyze needs assessment for the School Improvement Plan.
2. Draft components for and guide the implementation of the Plan.
3. Select textbooks and materials for specific subjects.
4. Participate in work to fill specific staff vacancies.
5. Address other needs as identified by the council.

For these ad hoc committees, the council will identify the specific topic to be addressed in a written charge.

The principal will invite persons to serve on the ad hoc committee and will also designate a committee member to convene the committee for its first meeting.

Ad hoc committees automatically dissolve at the completion of the assigned task.

OPERATING RULES FOR ALL COMMITTEES

All committees established by the SBDM council are public agencies subject to Kentucky's Open Meetings Law. To comply with that law, each committee will:

1. Establish a regular meeting schedule at its first meeting of each school year and make that schedule available to the public by posting it in a place convenient to the public.

2. Hold meetings that are not on the regular schedule only after following these special meeting procedures:
 - a. The committee chair or a majority of members decide the date, time, place, and agenda.
 - b. Those who make the decision to have the meeting put the date, time, place, and agenda in a written notice, which they will post in a place convenient to the public at least 24 hours before the meeting.
 - c. Notice of a special meeting will be hand-delivered, faxed, e-mail*, or sent by US mail to all members of the committee early enough so that they will receive it 24 hours before the meeting. The telephone can not be used to deliver these notices.
 - d. If any media organization has asked for notice of special meetings, those calling the meeting will hand-deliver, fax, e-mail*, or send by US mail copies of the written notice to the agency requesting the notice so that they will receive it 24 hours before the meeting. The telephone can not be used to deliver these notices.

*To receive e-mail notification, a written request must be on file at the school. This amendment to the Open Meetings Law was passed in the 2008 General Assembly and effective beginning in mid-July 2008.
3. Take minutes of the actions and decisions made by the committee at every meeting.
4. Review the minutes of each meeting at the next meeting and, after making any needed corrections, approve those minutes.
5. Make committee minutes for each meeting available to the council and to any interested party after final approval.
6. Ensure that the principal receives an official copy to be kept with school records as required by Kentucky's Archive rules.

POLICY EVALUATION

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

Date Adopted: _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

Adapted from Kentucky Association of School Councils

CONSULTATION POLICY

PROCEDURES

For each vacancy (with exception of the principal vacancy) the following procedures will be followed:

.. No more than thirty days after the vacancy occurs:

Principal shall:

- Review all applications received from the superintendent
- Select at least two (2) applicants per position to be interviewed, unless fewer than two (2) applications are on file with the district
- References of applicants shall be reviewed by the principal or designee or other staff member designated by the principal
- The principal (or designee) will establish an interview timeline and invite selected candidates for an interview.

- The Principal shall appoint an Interview Committee which shall include the Principal, a SBDM parent if available or a parent at the school, a minimum of one SBDM teacher member, and may also include staff members(s) who would have a direct working relationship with the person to be hired. The committee may proceed with two (2) members present, which shall include the Principal and at least one (1) teacher SBDM member when other interview committee members are not available.
- The interview committee and/or council will establish a set of criteria for a strong candidate. These criteria will not discriminate based on gender, ethnicity/race, marriage or family status, religion, political affiliation, disability, age, or other illegal grounds.
- Based on the criteria, the committee in collaboration with the principal will develop a set of standard interview questions to be used for all interviews.
- The interview committee will meet in closed session to interview the applicants who have been scheduled by the principal (or designee) and rank their top two (2) candidates.

- At the next regularly scheduled council meeting or special called meeting, the principal shall consult with the council on the top two (2) candidates recommended by the Interviewing Committee in closed session.
- In the event a quorum of council members is not available for this consultation meeting, the principal shall consult with the council members who are present for the meeting before making the selection.
- After the consultation meeting, the principal will make the final selection of the person he/she believes will contribute most to the success of the school's students, and will notify the superintendent of his or her choice. At the next council meeting, the principal will report the candidate selected. The decision made by the principal is binding on the superintendent who will complete the hiring process.
- Beginning in July 2012, If an applicant is the spouse of the superintendent and the applicant meets the service requirements of at least eight years of service in school systems (as required by KRS 160.380), the applicant could be employed upon the recommendation of the principal and the approval of a majority vote of the school council.

EXTRA-DUTY ASSIGNMENTS AND POSITIONS

Extra-duty assignments and positions include paid or unpaid duties beyond the instructional day or beyond the contract days of a teacher. When only persons currently working at the school will be considered, the principal will make the assignment following the policy on Instructional and Non-Instructional Staff Time Assignment. When persons currently not working at our school will be considered, this policy on consultation will be followed by the principal, the council, and the committee.

POLICY EVALUATION

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Date Adopted: _____

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CURRICULUM POLICY

MAPLETON ELEMENTARY



CURRICULUM GUIDELINES

Our current curriculum, as well as any future changes, will:

1. Be aligned vertically and horizontally with Kentucky Core Academic standards for all subjects — English/Language Arts; Math; Science; Social Studies; Practical Living and Career Studies; and Arts and Humanities, and designed to help all students master that content.
2. Provide equitable access to a common academic core for all students.
3. Provide support for all students to be able to complete some college-level work while in high school.
4. Provide links to continuing education, life, and career options.
5. Reflect the strategies adopted in our School Improvement Plan.
6. Provide the legally required core curriculum of college-level courses. (High Schools)

TEACHER ROLE

All teachers will:

1. Disseminate the curriculum expectations for their classes to students in an age-appropriate way and to all parents.
2. Teach the *state standards* assigned for their particular area or areas.
3. Be prepared to contribute to discussions of needed changes in the curriculum.

PRINCIPAL ROLE

The principal will:

1. Ensure that copies of the curriculum standards and expectations for the school are available for parent review.
2. Meet with each new teacher to review this policy and the sections of the curriculum that apply to that teacher's assignment.

CURRICULUM REVISION

The Curriculum and Instruction Committee will be responsible for making any needed recommendations to the council on curriculum revisions when one or more of the following events occur:

1. State officials modify the KERA Goals, the Academic Expectations, the *Kentucky Core Academic Standards*.
2. District leaders or working groups modify district curriculum documents.
3. Our School Improvement Planning process identifies a need for adjustments.
4. Other schools in our district identify a need for changes in their curriculum or in ours that could alter our vertical articulation, create curriculum gaps, or allow unintended overlaps and redundancy.
5. During staff discussions, one or more teachers at our school identify a weakness or opportunity for improvement that needs to be addressed to ensure success for all students.
6. Other stakeholder input or data demonstrate a need to do so.

POLICY EVALUATION

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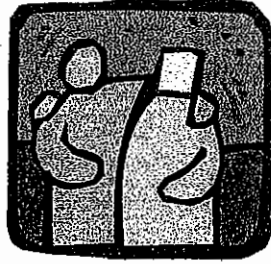
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DISCIPLINE, CLASSROOM MANAGEMENT, AND SCHOOL SAFETY POLICY

MAPLETON ELEMENTARY



DISTRICT CODE OF ACCEPTABLE BEHAVIOR AND DISCIPLINE

Mapleton Elementary will follow the Montgomery County Code of Acceptable Behavior and Discipline.

During the first week of school, the principal (or principal's designee) will:

1. Provide each student with a copy of the District Code of Conduct.
2. Require each student to return a signed Acknowledgement Form from his or her parent or guardian showing that the parent or guardian has seen and reviewed the Code.
3. Follow-up as needed with any student who has not returned the signed acceptance, or assign other staff members to do so.

The principal (or principal's designee) will follow steps 1 – 3 above for all students new to the school during the year..

SCHOOL SAFETY PLAN

Our school will maintain a School Safety Plan addressing procedures to provide a supportive, safe, healthy, orderly, and equitable learning environment for both students and staff. This plan will also address any issues identified by our stakeholders and issues required by state law. A copy of our current Safety Plan is available in the office.

SCHOOL SAFETY PLAN REVIEW

Our School Safety Plan will be reviewed every odd numbered school year by the School Culture Committee using the following procedures:

1. A data review of the overall trends in student disciplinary referrals and consequences for the previous year including trends disaggregated by gender, race, disability, and participation in free and reduced price lunch.
2. An analysis of the implementation and impact of the activities in the plan.
3. A full report to the council including, but not limited to:
 - An overview of the trends in the disciplinary referrals and consequences data.
 - A report of the status of each activity that should be started or completed.
 - Recommended adjustments needed in the plan to ensure progress toward the school's safety goals.

4. The council will be responsible for approving and adopting any changes to the School Safety Plan.

RESPONSIBILITIES

Principals and assistant principals are responsible for:

1. Disseminating and interpreting the behavioral and discipline standards and guidelines of the district and school.
2. Ensuring that all staff and students adhere to the District Code of Conduct.
3. Providing support and guidance to teachers in the implementation of the district and school behavioral and discipline standards and guidelines.
4. Working with parents and guardians when issues arise involving behavior and discipline of a student.

Teachers are responsible for:

1. Establishing specific standards of conduct for their individual classrooms, including clearly defined consequences when those standards are not met.
2. Communicating those standards to parents and posting them where students can see them throughout the year.
3. Teaching those standards and consequences to students during the first two weeks students are in the class and explaining the standards and consequences to students who join the class after the first two weeks.
4. Holding students to the set standards and issuing the appropriate consequences when those standards are not met.

Counselors are responsible for:

1. Providing support and guidance to help students and parents understand, correctly interpret, accept, and follow the behavioral standards and guidelines of the district, school, and classrooms.
2. Providing support and guidance to teachers in the implementation of classroom management techniques and strategies.

Students are responsible for:

1. Accepting and following the behavioral standards of conduct expected by the district, school, and each classroom.
2. Asking for help when they do not understand the behavioral expectations or feel that they are unable to comply.

Parents and Guardians are asked to:

1. Become familiar with documents related to district and school standards of behavior and discipline and ask the school questions when they do not understand language or details in these documents.

2. Work with the school when issues arise involving their child's behavior or consequences given to their child by the school or teacher.

BULLYING:

STUDENT BEHAVIOR

In order to prevent the disruption of the educational process and the ability of all students to take advantage of the educational opportunities offered at Mapleton Elementary the following student behaviors as defined by law will not be tolerated:

- Hazing
- Bullying
- Taunting
- Menacing
- Intimidating
- Threatening behavior
- Verbal or physical abuse of others
- Using lewd, profane, or vulgar language

This policy extends to any/all student language or behavior including, but not limited to, the use of electronic or online methods.

These provisions should not be interpreted to prohibit civil exchange of opinions or debate protected under the state or federal constitutions where the opinion expressed does not otherwise materially or substantially disrupt the education process or intrude upon the rights of others.

VIOLATIONS AND REPORTING

Students who violate this policy will be subject to appropriate disciplinary action as outlined in the District Code.

Students wishing to report a violation or who believe they are victims may report it to any staff member of Mapleton Elementary who will take appropriate action as defined by the Code. Staff will refer the report to the principal (or designee) for further action when the report involves an offense that may warrant suspension or expulsion of a student, any felony offense, or a report that may be required by law, including reports to law enforcement.

When a complaint is received that does not appear to be covered by this policy, the administrators will review other policies that may govern the allegations and take appropriate action.

RETALIATION

Other students and employees shall not retaliate against a student because he/she reports violation of the Code or assists or participates in any investigation, proceedings, or hearing regarding the violation. The Superintendent (or designee) shall take measures needed to protect students from such retaliation.

As provided in the Code, students who believe they are victims of these behaviors will be provided with a process to enable them to report such incidents to personnel for appropriate action.

COMMUNICATION

By the end of the first week of school, the Montgomery County Schools Code of Acceptable Behavior and Discipline will be posted at the school, referenced in our school handbook, and provided to all

school employees, parents, and legal guardians, or other persons exercising custodial control or supervision of students including those students who enroll during the school year.

Before the beginning of each school year, the principal (or designee) will work with the district to develop a process to train employees, when necessary, in the use of the Code and/or to provide update information to the staff, students, and parents concerning this Code.

POLICY EVALUATION

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

ATTACHMENTS

- A. District Code of Conduct – see district website
- B. School Safety Plan – is kept on file in the main office

Date Adopted: _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

ENHANCING STUDENT ACHIEVEMENT POLICY MAPLETON ELEMENTARY



SCHOOL MISSION AND BELIEFS STATEMENT

The mission of Mapleton Elementary School is to:

In partnership with home and community, Mapleton will provide a challenging academic program with a safe, caring environment and will enable all students to become self-sufficient, and productive members of society.

We believe:

1. All students can reach their full potential through effective teaching.
2. All curricula must be engaging, challenging, and differentiated to meet the needs of all students.
3. Individuals learn best when actively engaged in the learning process.
4. We must work together toward our common purpose.
5. Learning is a lifelong pursuit.
6. We must provide our students with a safe environment that encourages the development of healthy relationships and a positive self-concept.
7. Education is the shared responsibility of the student, home and family, school, and the entire community.

PROCEDURES

In order to carry out our school's mission and to accomplish Kentucky's Learning Goals, we will:

- Develop SBDM policies, which contribute either directly or indirectly to accomplishing this mission.
- Develop SBDM policies, which contribute either directly or indirectly to enhancing student achievement by improving teaching and learning at our school for each and every student.
- Complete an annual needs assessment including but not limited to analyzing student performance on the state testing.
- Annually revise our School Improvement Plan to address identified needs. The council will be responsible for adopting The Plan and conducting Implementation and Impact checks to monitor it.
- Budget and hire to support our School Improvement Plan.

POLICY EVALUATION

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

Date Adopted: _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

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EXTRACURRICULAR PROGRAMS POLICY

MAPLETON ELEMENTARY



CRITERIA FOR PROGRAMS

For an extracurricular program to be continued or to institute a new program, the program must:

1. Contribute to the following Kentucky Learning Goals:
 - Becoming a self-sufficient individual.
 - Becoming responsible members of a family, work group, or community, including demonstrating effectiveness in community service.
2. Generate and maintain student interest as well as attract students currently not involved in extracurricular or service projects.
3. Encourage, enhance, and maintain equity including but not limited to a wide range of opportunities for both male and female students.
4. Have a suitable adult sponsor and have appropriate adult supervision at all times.

PROGRAMS CURRENTLY OFFERED

Listed below are the extracurricular programs we currently provide. Additional programs will be approved and instituted based on their ability to meet the criteria listed in the first section of this policy.

1. Academic Team
2. Student Technology Leadership Program
3. Glee Club
4. Sports Club

STUDENT PARTICIPATION

Students will be eligible to participate in extracurricular activities if they:

1. Maintain passing grades in all subjects.
2. Comply with rules established by the adult coach or sponsor for the activity.
3. Where applicable, meet any requirements set by the appropriate sponsoring or governing organization.

COACHES AND SPONSORS

Each extracurricular activity will be led by an adult coach or sponsor who meets any applicable requirements set in law, or by sponsoring or governing organizations. The coach or sponsor will be responsible for personally supervising or ensuring that all students are supervised by an adult while they are participating in an activity, including practice time and travel time where applicable.

The principal will assign coaches and sponsors from our school's current staff following our policy on Instructional and Non-Instructional Staff Time Assignment. If it is necessary to consider applicants who do not currently work at our school, our policy on Consultation will be followed.

PROGRAM EVALUATION

Our extracurricular program will be evaluated through the needs assessment process for updating our School Improvement Plan.

POLICY EVALUATION

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

Date Adopted: _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

INSTRUCTIONAL AND NON-INSTRUCTIONAL STAFF TIME ASSIGNMENT POLICY

MAPLETON ELEMENTARY



CRITERIA FOR ASSIGNMENT

The principal will assign staff members' time in a manner that will:

1. Fully support implementation of our School Improvement Plan and our Student Assignment Policy.
2. Take into account staff members' requests to vary their work, particularly if a teacher has made past requests for a change or has been in a particular assignment for multiple years.
3. Take into account different teachers' strengths and in-depth knowledge of specific topics.
4. Take into account specific student needs based on student performance data.
5. Respect state certification requirements and the parameters of district job classifications.

ASSIGNMENTS BASED ON CRITERIA

To complete assignments, the principal will:

1. In April, invite all returning staff members to indicate their preference for continuing or changing assignments the next year, including classroom assignments, extra-duty assignments, and other responsibilities.
2. In May, meet with any individual staff members whose requests may be difficult to grant to discuss reasons for the staff member's interest, factors making it difficult to grant the requests, and possible solutions.
3. In May, assign staff members based on the criteria in the first section of this policy.
4. In August, notify the council of how all staff members have been assigned.

ALTERING ASSIGNMENTS

After making assignments, the principal may alter them:

1. When necessary to respond to unanticipated enrollment or staffing changes.
2. When the principal and the affected teachers agree that a change is needed.

3. When the council changes other policies or the School Improvement Plan and recognizes in the minutes that those changes may require staff time assignment changes that cannot be put off until the next school year.

SUPERVISION OF STUDENTS

While on school property, students at Mapleton Elementary will be under the supervision of a qualified adult who will hold them accountable for their conduct.

DAILY SUPERVISION PLANS

Prior to the opening of each school year, the principal (or designee) will have in place a plan of daily student supervision for the following areas:

- Cafeteria;
- Restrooms;
- Playground;
- Halls;
- Before and after school areas; &
- Bus loading and unloading zones.

SUPERVISION OF EVENTS AND ACTIVITIES

The Principal (or designee) will ensure that all school sponsored events and activities are supervised and chaperoned with a suitable number of qualified adults who will hold students to appropriate standards of conduct.

POLICY EVALUATION

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

Date Adopted: _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

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INSTRUCTIONAL PRACTICES POLICY MAPLETON ELEMENTARY



INSTRUCTIONAL PRACTICE PRINCIPLES

In order to provide an environment where all students perform up to their potential and are prepared for the future, we will make sure that students:

- Are actively involved in their own learning.
- Use writing as a way to learn.
- Have some ownership over what is being learned.
- Communicate with peers about what they are learning.
- Use technology in meaningful ways.
- Study subjects in a way that shows them applications to real life.
- Are able to make connections among content areas.
- Are instructed in ways that help all students learn the Core Academic Standards, which Kentucky has determined are essential for all students to know and be able to do.

INSTRUCTIONAL PRACTICE GUIDELINES

To help ensure our instructional practice principles are implemented:

Each week, students will have the opportunity to:

- Receive appropriate and meaningful feedback.
- Work with other students in pairs, small groups, or teams.
- Do hands-on activities.
- Use technology as a tool for learning.
- Read books or materials on their own or with a partner.
- Listen to an adult read aloud.
- Discuss different ways to solve problems.

Each month, students will have the opportunity to:

- Read and write in all content areas.
- Do open-response and on-demand items.
- Communicate with pictures, charts, graphs, or a web.
- Use a scoring guide.
- Use resources other than a textbook or worksheet.
- Use manipulatives or equipment.
- Be exposed to real-life examples that relate to content areas.
- Discuss or read about current events, issues, or topics.
- Watch the teacher do a demonstration.
- Perform or create in an area of the arts and humanities.

Each grading period, students will have the opportunity to:

- Participate in a one-on-one reading or writing conference with a teacher.
- Do projects and investigations.
- Participate in a peer reading or writing conference.
- Read novels, short stories, and poems.
- Read newspapers and magazines.
- Use technology for research.
- Do real-life activities or projects.
- Design or investigate projects based on their interests.
- Speak in front of a group.

TEACHER ROLE

To ensure that the principles and guidelines above are implemented, every teacher shall:

1. Use a wide variety of student-centered, culturally responsive instructional strategies to address various learning styles.
2. Use activities where all students use higher-order thinking and problem-solving skills.
3. Assign tasks similar to those used for state assessments.
4. Provide opportunities for students to connect their learning to other topics and subjects and real-life experiences.
5. Use technology for appropriate and varied learning activities and to extend the classroom into the community and the world.

6. Use instructional resources that are developmentally appropriate, culturally diverse, and varied.
7. Follow the procedures outlined in our Homework Policy.
8. Provide students with opportunities to evaluate their performance and use the feedback to reflect on and improve classroom practice as needed.

PRINCIPAL ROLE

To ensure that these instructional practice principles and guidelines are implemented and teachers are able to fulfill their role, the principal will:

1. Make sure that these instructional practice principles and guidelines are taken into account in both the interview process and in the final selection of all teachers.
2. Encourage and support teachers in their role.
3. Encourage professional development that supports the implementation of this policy.

For Arts and Humanities — Teachers of the arts are provided professional development to improve their content knowledge and teaching skills specific to instruction in their arts discipline.

For Practical Living/Career Studies — Practical living and career studies teachers have access to professional development that supports research based effective instructional strategies specific to their discipline.

POLICY EVALUATION

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

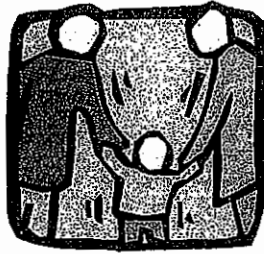
Date Adopted: _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

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PARENTAL INVOLVEMENT POLICY MAPLETON ELEMENTARY



DEFINITION OF PARENT

The legal definition of a "parent" is a parent, stepparent, or foster parent of a student or a person who has legal custody of a student pursuant to a court order and with whom the student resides.

For the purposes of this policy we will use the term "parent" to encompass all diverse family situations.

COMMITMENTS

We commit to:

1. Sharing clear information about each student's progress with parents.
2. Offering practical suggestions to parents on how they can support student learning at home.
3. Making representative parents and community members full partners in our decision-making.
4. Facilitating the involvement of our parents with limited English proficiency, parents with disabilities, and parents of migratory children.
5. Seeking and supporting adult volunteers to work with and inspire our students, as well as making every effort when legally appropriate to accommodate the involvement of adults other than parents who are already involved in a student's life.

We will honor these commitments through a school-parent compact. During an annual meeting with parents, we will review the compact with parents, ask for input and then revise, if necessary, the compact.

SCHOOL-PARENT COMPACT

Our students' parents, families, extended families, students themselves, as well as our local community are all considered partners who share responsibilities for high student academic achievement. Following are the responsibilities for the school, the parents, and the students:

SCHOOL RESPONSIBILITIES

Mapleton Elementary will:

1. Provide high-quality curriculum and instruction in an effective, supportive, and safe learning environment that enables the students to meet Kentucky's academic standards.

2. Provide information on the content students will learn each year through the methods listed in our Curriculum Policy.
3. Assign homework in accordance with our Homework Policy.
4. Provide parents with frequent reports on their child's progress. Specifically we will provide formal reports every 9 weeks.
5. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual student's achievement. Opportunities (where appropriate) will be provided for the student to participate actively in sharing information on his or her progress with his or her parents during these conferences.
6. Provide parents reasonable access to staff. The email addresses and telephone extensions of their child's teachers will be provided to parents to promote communication. Staff will always be available to parents by appointment for face-to-face conferences.
7. Send home newsletters at least four times a year that include information on ways families can help students learn.
8. Support an active Parent Teacher Association or Organization.
9. Provide parents opportunities including but not limited to:
 - Observing their child's classroom activities.
 - Tutoring.
 - Assisting with classroom activities that require more than one adult.
 - Preparing materials, mailings, refreshments, and other items needed for family and community involvement.
 - Serving on one of our decision-making committees.
 - Joining our parent teacher organization and participating in its efforts to strengthen our school.
 - Volunteering along with other concerned members of our community in other areas as needed.
10. Ensure that all adult volunteers working in our school and with our students are subject to board policy and state law regarding criminal record checks, as applicable.

The Family Resource/Youth Service Center will share responsibility for student achievement by:

- Surveying families at least once a year to learn what services and activities would most help them support their children as learners.
- Offering a well-planned, well-publicized menu of activities and programs to meet those needs.

PARENT RESPONSIBILITIES

Parents are asked to:

1. Monitor attendance.
2. Become familiar with and support the school and individual classrooms' homework policies and show interest with questions about and comments on the schoolwork their children bring home.
3. Make sure homework is completed.
4. Assist their child with time management.
5. Participate, as appropriate, in decisions relating to their child's education.
6. Stay in close communication with teachers and the school about their child's education by promptly reading all notices and surveys from the school or the school district and responding if necessary.
7. To the extent possible, volunteer, serve on the school council or a committee, attend School-Based Decision Making Council meetings, and comment on draft policies and plans as they are made available.

STUDENT RESPONSIBILITIES

With support from parents, students are asked to:

PRIMARY

1. Attend school as regularly as possible.
2. Follow the school and classroom behavior standards.

INTERMEDIATE

1. Attend school as regularly as possible.
2. Follow the school and classroom behavior standards.
3. Bring necessary learning materials to school and to class.
4. Complete and turn in all assigned homework.
5. Give parents or the adult who is responsible for them, all notices and information received from the school.

POLICY EVALUATION

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

Date Adopted: _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

**PROGRAM APPRAISAL POLICY
MAPLETON ELEMENTARY**



PROGRAM APPRAISAL NEEDS ASSESSMENT

Our yearly School Improvement Planning process will include:

- An analysis of our state testing data and other school data as necessary to discover the extent to which our students are meeting state standards and our programs are proving effective, including but not limited to our categorical programs.
- Systematic work to discover and correct the causes of and barriers to high performance by all students and the movement of students toward our goals.
- A revision of our School Improvement Plan based on our needs assessment data for that year. The Plan will set goals, address causes, and make indicated changes to programs to help move our students to state standards according to the timetable established by the Kentucky Board of Education.

We will implement this process to address the effectiveness of all our programs and the resulting Plan will be monitored by the council through ongoing Implementation and Impact checks.

POLICY EVALUATION

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

Date Adopted: _____

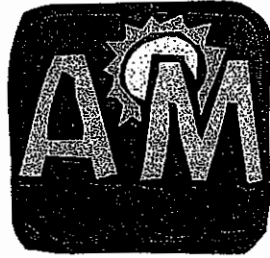
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SCHOOL DAY AND WEEK SCHEDULE POLICY

MAPLETON ELEMENTARY



CRITERIA FOR DEVELOPING THE SCHOOL SCHEDULE

Our schedule will:

1. Reflect our mission and belief statements.
2. Give all students access to all classes, avoiding conflicting schedules of specialized classes and preventing any exclusion related to cultural background, physical abilities, socio-economic status, and intellectual status.
3. Provide students with the learning time they need, including technology access to complete writing assignments and other learning activities.
4. Facilitate appropriate decisions to give particular students expanded time and support for successful performance (such as independent study, additional time to work on a project or assignment, or other appropriate methods for the situation).
5. Support our Curriculum Policy, our Instructional Practices Policy, our equity and diversity commitments, and the Goals and Strategies in our School Improvement Plan.
6. Allow teachers shared time to collaborate and plan on a regular basis. [This time, as part of the practical living/career studies program, could include collaboration among external partners (e.g., postsecondary education partners, business and industry personnel, civic/community)]
7. Facilitate teacher opportunities to switch teaching assignments to capitalize on different teachers' in-depth knowledge of specific topics.
8. Facilitate teacher opportunities to adjust the length of class periods when needed to provide the best instruction.
9. Promote reasonable and appropriate enrollments for all classes and appropriate numbers of pupils each teacher works with in the course of a day.
10. Respect the beginning and ending times of the school day and school calendar year as established by the Board of Education.

Arts and Humanities

Our schedule will:

1. Provide (when possible) all students access to all four arts disciplines— dance, drama, music, and visual arts.
2. Provide and protect adequate time for students to be actively involved in creating, performing, and responding to the arts.
3. Avoid (when possible) scheduling single-section courses in the arts against single-section courses in required subjects.

Practical Living and Career Studies:

Our schedule will:

1. Provide (when possible) all students access to the four practical living areas —health education, physical education, consumerism, career studies.

PROCESS FOR DEVELOPING THE SCHOOL DAY SCHEDULE

Annually, the principal will implement a school day schedule that includes any changes that have been adopted by the council.

The school day schedule will be reviewed each year using the following procedures:

1. In December, the council will appoint an Ad Hoc Scheduling Committee made up of representatives from each department or team (or charge a standing committee) to complete the following tasks:
 - Review student performance data and survey data (if available) from students, parents, and staff on how well instructional time is being used.
 - Brainstorm current time barriers to implementing needed practices and meeting student needs and ways the schedule might be changed to remove those barriers.
 - Discuss advantages and disadvantages of various changes, focusing on the criteria listed in the first section of this policy.
2. In January, committees will notify the group charged with scheduling if recommendations they have made or are considering would have schedule implications.
3. Based on the above work the committee will consult with the principal and make recommendations concerning schedule changes for the coming school year no later than the end of February.
4. No later than the 1st of May, the principal (and/or designees) will prepare a schedule for the coming school year including changes (if any).
5. No later than June 1st the principal will report as an FYI item to the council on the schedule for the coming year.

POLICY EVALUATION

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

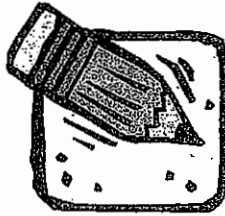
Date Adopted: _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

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PROGRAM REVIEW POLICY
MAPLETON ELEMENTARY



PROGRAM REVIEW PROCESS

- The Program Review Committee will be made up of:
 - at least one teacher representative per grade level, the related arts teachers, the school media specialist, and at least one parent/community stakeholder
- Each Program Review Committee member will serve on one standards team: Curriculum and Instruction, Formative and Summative Assessment, Professional Development and Support Services, Administrative/ Leadership Support and Monitoring.
- The teams will each be responsible for identifying and/or collecting evidence, analyzing data, and evaluating one standard for arts and humanities, writing, and practical living & career studies:
 - September/October: Administrative/Leadership Support and Monitoring
 - November/December: Professional Development and Support Services
 - January/February: Curriculum and Instruction
 - March/April: Formative and Summative Assessment
- Each Standards Team will report program review results and recommendations to the council:
 - October: Administrative/Leadership Support and Monitoring
 - December: Professional Development and Support Services
 - February: Curriculum and Instruction
 - April: Formative and Summative Assessment
- The council will analyze the data periodically throughout the school year provided by the Standards Teams, decide action steps to strengthen the programs, including but not limited to: adjusting staffing, course offerings, and schedule. Pertinent goals, strategies, etc. will be included in the School Improvement Plan. (This is based on the recommendations from the Program Review Committee.)
- The Program Review Standards Teams will report council decisions to the staff.
- The council will develop a professional development action plan based on recommendations from the Program Review Standards Teams. ***The plan will be communicated to stakeholders.***
- The Program Review Committee will monitor and staff will implement the steps to strengthen the programs.

PROGRAM MONITORING

The principal will:

- Ensure curriculum is aligned to Kentucky Core Academic Standards.
- Ensure the implementation of the program review policy.
- Ensure that the council annually reviews, revises (if necessary), the Program Review Policy by May of each year.

The council will:

- Ensure teachers receive embedded professional development needed to improve instruction in writing, arts and Humanities and Practical Living/Career Studies.
- **Ensure staffing allocation decisions are made to support all the school's instruction programs, including writing, arts and humanities, and practical living/career studies. Each year the council will review the effectiveness of the staffing allocation for supporting the school's programs.**
- **Receive regular reports from the principal on the availability of resources for supporting the school's writing, arts and humanities, and practical living/career studies programs when it makes budget decisions.**
- **Receive regular reports from the principal on the use of instructional time for supporting the school's writing, arts and humanities, and practical living/career studies programs.**

POLICY EVALUATION

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

Date Adopted: _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

MAPLETON ELEMENTARY

SCHOOL SPACE USE POLICY



CRITERIA FOR ASSIGNING SCHOOL SPACE

The principal will assign the use of school space during the school day in a manner that will:

1. Take each student's developmental needs into account.
2. Facilitate the implementation of our School Improvement Plan.
3. Maximize staff opportunities for sharing resources, mentoring, and collaborating with teachers and students of similar grade levels, subject areas, or collaborative groups for consecutive years.

CLASSROOM SPACE ASSIGNMENTS

To assign classroom space, the principal will:

1. In March, invite all returning staff members to indicate their preference for continuing or changing classroom space assignments the next year.
2. In April, meet with any staff members whose requests may be difficult to grant to discuss reasons for the staff member's interest, factors making it difficult to grant the requests, and possible solutions.
3. In May, assign classroom space based on the criteria in the first section of this policy and notify all staff members of their individual assignments.
4. In August, notify the council of how classroom space has been assigned.

ALTERING CLASSROOM SPACE ASSIGNMENTS

After assigning classroom space, the principal may alter those assignments:

1. When necessary to respond to unanticipated enrollment or staffing changes.
2. When the principal and affected teachers agree that a change is needed.
3. When the council changes other policies or the School Improvement Plan and recognizes in the minutes that those changes may require space use changes that cannot be put off until the next school year.

ASSIGNMENTS OF NON-CLASSROOM SPACE

For non-classroom space, the principal will make decisions based on the criteria in the first section of this policy after consulting with staff members who work or will work in any space affected by change from existing arrangements.

POLICY EVALUATION

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

Date Adopted:

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

MAPLETON ELEMENTARY

STUDENT PLACEMENT POLICY

CRITERIA FOR STUDENT PLACEMENT TO CLASSES AND PROGRAMS

The principal (or principal's designee) will assign students to classes and programs in a manner that will:

- Take each student's developmental and academic needs into account.
- Facilitate the implementation of our School Improvement Plan.
- Prepare all students to be ready for college level work during their high school careers.
- Assure service offerings for students identified as gifted and talented in music, dance, drama, leadership and or/visual arts.
- Support the goal of not exceeding the state class size cap except under the following circumstances:
 - Temporary exceptions in order to provide an appropriate placement to a student newly enrolled in the school.
 - Permanent exceptions made after meeting with all the teachers for the appropriate student level and topics to discuss student needs and possible solutions and after determining that no reasonable alternative will meet the student's needs.

PRIMARY/INTERMEDIATE PLACEMENTS (ELEMENTARY)

In April, the grade level teams with assistance of support staff will meet together to develop recommended class groupings for the next year using student data and classroom observations of current students and any available data on pre-registered new students. Each grouping will include students performing at a variety of levels. No student will be placed in a group or kept out of a group based on age. Individual students will be placed to help each one make continuous progress.

In May, the principal (or principal's designee) will consider those recommendations before making final placements of current students and will also assign students who enter the school after the recommendations are complete. Placements will be posted in the entrance of the foyer of the school for one month prior to the start of school.

Addition/Elimination of Classrooms

If an additional/eliminated classroom must be established after rosters have been posted, the grade level teams with the assistance of support staff shall meet and assign students using the placement criteria. The new placements shall be sent to the principal for consideration, amendment and approval.

Placement of New Students

As students enroll during the year, the principal/designee shall assign students to the appropriate grade level homeroom with the fewest number of students and/or meeting the placement criteria to maintain heterogeneous grouping.

Parent Requests

Specific teachers cannot be requested and parent requests will only be taken when there are *unusual* academic, social, or emotional circumstances. In these cases the request must be submitted in writing to the principal by the end of April, and will be decided on a case by case basis by the principal and counselor. The Principal shall have final authority to make any change in student placement.

POLICY EVALUATION

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

Date Adopted: _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

TECHNOLOGY UTILIZATION POLICY



CRITERIA AND GUIDELINES

In order to help prepare students for life in a digital world, the following are criteria and guidelines for technology use to which (name of school) will adhere:

- The role of technology in classroom instruction will focus on ways to do work better and more efficiently, on synthesizing information and content, and on doing higher-level work in collaborative, real-world ways.
- Students will be taught to use technology as a vehicle for creating work and producing products.
- Students will be taught to use critical evaluation of Internet sites used for research and study including but not limited to: currency/date, authorship and authority, accuracy/validity, objectivity or bias, and presence or absence of a copyright.
- Students will be taught the ethical practices, appropriate etiquette, and online safety including but not limited to interacting with other individuals on social networking sites and in chat rooms and cyber bullying awareness and response.
- Teachers will be given technology professional development (PD) as indicated by annual needs assessments in order to work proficiently with students including teaching the skills and knowledge called for in this section.
- Students will be allowed to bring personal technology to school for educational use only and such devices will be kept turned off and out of sight unless being used under a staff member's direct supervision.
- An Acceptable Use Policy/Form that is aligned to district technology policies and includes space for student and parent signatures will be developed and reviewed and up-dated if necessary each year.

ACCEPTABLE USE

Each year all students and parents will be required to sign and date an Acceptable Use Policy/Form in order to have access to school/district technology. This policy/form is attached and considered part of this Technology Utilization Policy adopted by the (name of school) School-Based Decision Making Council. *Most districts have a student (and employee) Acceptable Use Form that can be used here. If you choose to use the sample remember it must be revised to be age appropriate and must be aligned with your district's policy.*

ATTACHMENTS

Insert your Acceptable Use Policy/form

POLICY EVALUATION

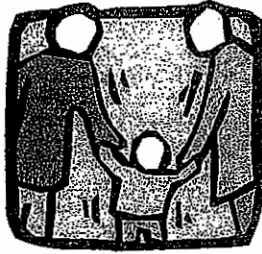
We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: _____

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WELLNESS POLICY MAPLETON ELEMENTARY



PHYSICAL ACTIVITY PLAN

All students will participate in moderate to vigorous physical activity each day, as follows:

1. Each student will engage in at least 15 minutes of planned moderate to vigorous physical activity each day. With input from staff, the principal (or principal designee) will work out how this will be implemented. The arrangements must fit within the limits of our building and staffing and be compatible with our School Improvement Plan.
2. Each student will participate in physical education once every six days.
3. Each student will have at least 20 minutes a day of supervised recess. Weather permitting, recess will occur outdoors as often as possible.
4. Teachers will make all reasonable efforts to avoid periods of more than 30 minutes when students are physically inactive. When possible, physical activity will be integrated into learning activities.
5. Appropriate accommodations will be made for students with special needs, as required by law and sound professional judgment.

We will honor these commitments through a school-parent compact. During an annual meeting with parents, we will review the compact with parents, ask for input and then revise, if necessary, the compact.

ASSESSMENT TOOL

We will assess students' level of physical activity at least once a year using the following procedures:

1. The principal (or principal designee) will recommend an assessment tool to the council for adoption. Once the council has adopted this tool, it will remain in use unless the principal (or principal designee) recommends a change.
2. The principal (or principal designee) will develop a schedule for completing the assessment during the last month of school.

HEALTHY CHOICE PLAN

We will encourage healthy choices among students using the following methods:

1. Implementing the nutritional standards required by federal and state laws and regulations, which apply to our food program and to other food and beverages available during the school day.
2. Implementing a practical living curriculum, which addresses the full State Standards including health, consumerism, and physical education.
3. Integrating all content areas by making connections to health and wellness and by incorporating movement-based activities when possible.

POLICY IMPLEMENTATION

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

The principal will share this policy with the Kentucky Department of Education upon request for this information.

POLICY EVALUATION

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

Date Adopted: _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

MAPLETON ELEMENTARY SCHOOL COUNCIL POLICY

District: Montgomery County

School: Mapleton Elementary

Council Policy Type: School Operational Policy

Policy Number: 03.11

POLICY TOPIC DESCRIPTION

WRITING POLICY



STUDENTS' WRITING EXPERIENCES

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

- Engage in three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
- Experience authentic, meaningful writing at all grade levels:
 - Writing for a variety of purposes:
 - ~~Argumentative writing to support claims.~~
 - ~~Informative/explanatory texts.~~
 - ~~Narrative to develop real or imagined experiences or events.~~
 - Writing for a variety of audiences.
 - Experiences that reveal ownership and independent thinking.
 - Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks.
- Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
- Experience writing in both on-demand and writing over time situations.
- Write as a natural outcome of the content being studied in all curriculum areas.
- Read and analyze a variety of print and non-print materials (e.g., artwork (2D and 3 D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials. Use readings as models for student writing.
- Learn about and use appropriate resources for writing (e.g., personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider.
- ~~Apply appropriate writing skills to oral communication.~~
- ~~Engage in real world and creative communication appropriate for meeting Kentucky Core Academic Standards.~~

INSTRUCTIONAL WRITING STRATEGIES GUIDELINES

- Teach higher-order thinking skills.
- Assign three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication.
- Provide authentic, meaningful writing at all grade levels:
 - Writing for a variety of purposes:
 - Argumentative writing to support claims
 - Informative/explanatory texts
 - Narrative to develop real or imagined experiences or events
 - Writing for a variety of audiences.
 - Writing about experiences that reveal ownership and independent thinking.
 - Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks.
- Teach the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
- Provide both on-demand and writing over time assignments.
- Incorporate writing as a natural outcome of the content being studied in all curriculum areas.
- Assign students to read and analyze a variety of print and non-print materials (e.g., artwork (2D and 3 D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia) including persuasive, literary, informational, and practical/workplace materials. Use readings as models for student writing.
- Provide appropriate resources for writing (e.g., personal interviews, observations, print materials, and technology) driven by different instructional purposes with different audiences for the student to consider.
- Allow student choice and exploration.
- Provide experiences for students to apply appropriate writing skills to oral communication skills.
- Provide real world and creative communication experiences appropriate for meeting Kentucky Core Academic Standards.

SCHOOL-WIDE STRUCTURES AND MONITORING

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

- Ensure curriculum is aligned to Kentucky Core Academic Standards
- Assign a literacy team to develop a written plan for implementing and monitoring writing portfolios.
- Ensure the plan includes guidelines for incorporating student and teacher *use of technology tools*.
- Ensure the implementation of the writing plan.
- Ensure that the council annually reviews, revises (if necessary), and approves the writing plan by [add date] each year.
- Ensure teachers receive embedded professional development needed to improve writing instruction.

REFLECTION, ASSESSMENT, AND FEEDBACK

To ensure the writing process includes reflection, assessment, and feedback, the writing plan will incorporate:

- Active participation of students in decision making about contents of the portfolio.

The use of the portfolio for determining student performance in communication.

- The **procedures for reviewing the portfolio** in order to determine strengths and weaknesses in student writing and the overall writing program.
- The **procedures for grading the portfolio** including feedback to inform instruction.
- Guidelines for **providing students descriptive feedback** on the portfolio.
- Opportunities for **students to improve their writing and communication skills** based on portfolio feedback.

POLICY EVALUATION

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

Date Adopted: _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

Date Reviewed or Revised: _____ Council Chairperson's Initials _____

NOTES ON USING THIS POLICY

This sample policy includes all Senate Bill 1 writing policy requirements. Senate Bill 1 writing program and policy requirements are in bold italics in this sample policy.