

Boyd County Middle School

SBDM Policies

Table of Contents

- Advanced Math Placement
- Assignment of Instructional and Non-Instructional Staff Time
- Athletics (academic probation)
- Athletics (roster composition)
- Committees
- Communication
- Consultation
- Curriculum
- Determination of School Schedule
- Digital Media
- Discipline and Classroom Management
- Emergency Plan
- Extracurricular
- Library Book Selection and Challenged Books
- Nepotism in the Classroom
- Parent Engagement
- Planning of Issues Regarding Instructional Practices
- School Space Use
- Student Assignment
- Technology Utilization
- Writing and Communication

Policy for Advanced Math Placement

May 16, 2019

6th grade:

- There will be no advanced 6th grade math class.
- * Based on teacher discretion and the initial STAR test taken at BCMS, a student scoring at the 97th percentile may be moved up to the next grade level to take 7th grade math in place of their 6th grade math class.

Advanced 7th grade:

- 90th percentile on STAR (6th grade scores)
- 85% on the end of year final (designed by math dept)
- Teacher recommendation
- * Based on teacher discretion and the final 6th grade STAR score, a student scoring at the 97th percentile may take 8th grade math in addition to their 7th grade math class.

Advanced 8th grade:

- 90th percentile on STAR (7th grade scores)
- 85% on the end of year final (designed by math dept)
- Teacher recommendation
- * Based on teacher discretion and the final 7th grade STAR score, a student meeting the criteria for HS Algebra 1 may take High School Algebra I in addition to their 8th grade math class.

High School Algebra I:

- Students will meet the criteria set by BCHS curriculum description. Including, but not limited to:
 1. Minimum STAR score
 2. Teacher recommendation

****** Students will NOT skip more than 1 year of math to be placed in any advanced class.**

Revised 9-18-23 

SCHOOL: BOYD COUNTY MIDDLE SCHOOL

POLICY: ASSIGNMENT OF ALL INSTRUCTIONAL AND NON-INSTRUCTIONAL STAFF TIME

Assignment

After receiving notification of the funds available for the school from the local board, the principal will determine the number of persons to be employed in each job class in the school. The principal shall assign all instructional and non-instructional staff time according to the needs of students, certification, interests and performance. Achievement of school council goals and effective management shall be the basis for assignments of staff time.

POLICY EVALUATION

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

Date Adopted: 6/12/95

Chairperson: Sue Davis

Date of First Reading: 3/8/17

Date of Second Reading: 4/12/17

Date Reviewed or Revised: 5/16/19 Council Chairperson's Initials KF

Date Reviewed or Revised: 9/18/23 Council Chairperson's Initials ST

Art B

BOYD COUNTY MIDDLE SCHOOL POLICY

School District: BOYD

School: BCMS

Operational procedure: Athletics

Function: Athletics probation


STATEMENT:

Athletics – an overall C average (2.0) is required for all students playing sports/extra curricular activities with the appropriate Coach/Athletic Director overseeing academic progress every grade period (mid-term and 9 weeks). If a C (2.0) average is not maintained and/or a child receives a letter grade of F, he/she will be placed on a two-week probation period. If there is no improvement (minimum 2.0 GPA) at end of the two weeks, the student will be suspended from athletic competition/practice for 2 weeks. If there is no improvement (minimum 2.0 GPA) at the end of the suspension, the student will be removed from the sport. It will be the responsibility of the coach/athletic director to give teachers a list of players and to send parents a letter of academic requirements.

1st Reading 5/28/02 **Adopted:** 6/13/02

Signature: 

References: Amended -

Reviewed 11/13/23 

BCMS Athletic Roster Composition Policy

In an effort to address questions concerning who can and cannot be a member of a BCMS athletic team and under what conditions those requirements apply, the BCMS SBDM has revised the requirements/qualifications for BCMS athletic roster composition.

Policy:

For ALL teams/sports:

- Athlete must meet any previously agreed upon academic qualifications by the BCMS SBDM Council for participating in school athletics.

For ALL teams/sports that make selective cuts:

- Athlete must be eligible to compete at the grade level for the team on which they have been chosen. (see KMSAA and KHSAA rules for playing at higher grade levels)
- Athlete rosters shall be composed entirely of currently enrolled students at BCMS.
- If there are not enough currently enrolled students available to fill all needed roster spots, BCMS coaches may choose to allow 5th grade students to participate on the BCMS team for that year/season in order to compose a full roster.

Definitions:

1. Currently enrolled students: any student that is in the 6th, 7th or 8th grade at BCMS. Also to include students enrolled in the eLearning Community for BCMS as 6th, 7th or 8th grade students.

First reading: 10/27/21

Second reading: 11/20/21

Final approval: 12/15/21

Committees

[KRS 160.345(2)(c)2]

A Committee Policy is not a required policy area for schools. However, if the school or the school council forms committees, the school council must have a policy.

Purpose:

The *Committee Policy* of Boyd County Middle School ensures equitable participation in the decision-making process for teachers, parents and the school community as a whole.

Procedures:

Boyd County Middle School shall have five standing committees:

- ❖ Curriculum/CSIP Committee: This committee shall analyze the curriculum alignment, research instructional practices, identify appropriate materials (textbooks/software) and monitor implementation of curriculum and instructional policies. They will also analyze student data (STAR and state assessment) to identify gaps in subgroups and strategies to close the gaps.
- ❖ Student Life: This committee will create and review non-academic and survey data as it relates to the removal of barriers in student achievement. They will also establish student recognition programs, plan monthly teacher and student activities and celebrations, and annually review the school's discipline plan.
- ❖ Schedule: This committee shall conduct research on best practice scheduling for BCMS students to ensure academic excellence and exploration. They will create surveys for parents, students, and staff regarding course offerings in order to plan for the upcoming school year. They may also visit other successful middle schools to learn about their scheduling practices that may be considered for BCMS.
- ❖ Attendance: This committee shall review school attendance data, noting trends and barriers, providing information and statistics to the school council. They will set a yearly percentage goal, plan for KY High Attendance Day, and develop a plan for the year to encourage student attendance.

- ❖ **Parent Engagement:** This committee will continue to support PTF at BCMS. They will help plan membership drives and parent nights. Create communication opportunities between school, community and home. They will focus on improving customer service and supporting parents in their role during the adolescent years at BCMS.
- ❖ **Discipline:** This committee will annually write and review the school's discipline plan. They will analyze data to make informed decisions, research best practices using data to determine decisions made.

The following steps may be taken to recruit members for each standing committee:

1. The principal may invite all parents by placing a notice in the WIN (Remind App), on the Friends of BCMS FB page, or using the automated call service.
2. The principal shall place committee sign-up sheets at the school.

The school council may need to assign some persons to committees that are not their first choice to give each committee adequate and balanced membership.

Ad hoc committees shall be established as needed by the school council.

Each committee will elect a chairperson, co-chair, and a secretary. Committees will meet monthly and present a committee report to the council.

Roles:

Chairperson-plans and communicates agendas

Co-chair-assists with planning and communicating the agenda. Serves as chairperson when they are absent.

Secretary-Keeps minutes on committee record and communicates them to the council each month.

All school council committees established under this policy are public agencies and are subject to Kentucky's Open Meetings/Open Records statutes.

Evaluation:

The school council shall annually review the standing committees, the committee chairpersons and the work provided to the school council from each committee. Any revisions to the committee policy based on this information will be completed by the school council.

Date of 1st Reading 8-8-17

Date of 2nd Reading 9/13/17 with the amendment of schedule committee

Date Adopted: _____

Date Reviewed/Revised: 5/7/19 by Parent Engagement Committee &
5/16/19-SBDM

Date Reviewed/Revised: 7/22/19

School: Boyd County Middle School
Policy: Communication Policy

Communications Matrix Outlining Use for Each Line of Communication:

Communications Matrix					
Type of Information	Website	Email	Phone Call	Remind Message	Social Media
Teacher Communication		✓	✓	✓	
General Information and School Events	✓	✓		✓	✓
Emergency Information	✓	✓*	✓*	✓	✓
Early Dismissal	✓	✓*	✓*	✓	✓
Delayed Opening	✓	✓*	✓*		✓
School Closures	✓	✓*	✓*		✓

*Automated messages; only if Infinite Campus phone call settings are enabled.

Communication Home

- Positive Phone Calls Home

Within the first 30 days of school

- Every student's family will receive a phone call home from the student's homeroom teacher
- Teachers will log all records of parent contacts on Infinite Campus
- Teachers are responsible for keeping a record of their contacts for administration

- Postcards (Whole School)

- Every student enrolled at BCMS will receive a postcard home within the 1st semester (prior to Christmas Break)
- Every student enrolled at BCMS will receive a postcard home within the 2nd semester (prior to state testing)
- Grade level teachers are to create a tracking system to ensure every student has received a postcard; any teacher in the building may send a postcard

- Grades Communication

- Communication from school to home about failing grades at the end of each grading period (as lined out in the table on the next page)

Grades Communication

	After the 1st 9 Weeks	After the 2nd 9 Weeks	After the 3rd 9 Weeks
Students Failing 1 Core Class	Team teachers will call home families of students that are currently failing <u>one</u> core class.	Team teachers will call home families of students that are currently failing <u>one</u> core class.	Team teachers will call home families of students that are currently failing <u>one</u> core class.
	Document under IC Teacher Contact	Document under IC Teacher Contact	Document under IC Teacher Contact
	Teachers must make two attempts at calling home, if no answer: schedule parent conference.	Teachers must make two attempts at calling home, if no answer: schedule parent conference.	Teachers must make two attempts at calling home, if no answer: schedule parent conference.
	Mail home Report Cards for any student who has less than 60% in any class, in addition to students receiving copies at school.	Mail home Report Cards for any student who has less than 60% in any class, in addition to students receiving copies at school	Mail home Report Cards for any student who has less than 60% in any class, in addition to students receiving copies at school
Students Failing 2+ Core Classes	Team teachers will call home families of students that are currently failing <u>2+</u> core classes.	Team teachers will call home families of students that are currently failing <u>2+</u> core classes.	Team teachers will call home families of students that are currently failing <u>2+</u> core classes.
	Document under IC Teacher Contact	Document under IC Teacher Contact	Document under IC Teacher Contact
	Two attempts at calling home, if no answer, either time: schedule parent conference.	Two attempts at calling home, if no answer, either time: schedule parent conference.	Two attempts at calling home, if no answer, either time: schedule parent conference.
		Team teachers will schedule a face to face parent conference.	Team teachers will schedule a face to face parent conference.
	Mail home Report Cards for any student who has less than 60% in any class, in addition to students receiving copies at school.	Mail home Report Cards for any student who has less than 60% in any class, in addition to students receiving copies at school	Mail home Report Cards for any student who has less than 60% in any class, in addition to students receiving copies at school
Students Failing 2 Related Arts Class	Related Arts teachers will call home families of students that are currently failing <u>two</u> Related Arts classes.	Related Arts teachers will call home families of students that are currently failing <u>two</u> Related Arts classes.	Related Arts teachers will call home families of students that are currently failing <u>two</u> Related Arts classes.
	Document under IC Teacher Contact	Document under IC Teacher Contact	Document under IC Teacher Contact
	Two attempts at calling home, if no answer, either time: contact team teachers and attend any parent conference that pertains to Related Arts Failures.	Two attempts at calling home, if no answer, either time: contact team teachers and attend any parent conference that pertains to Related Arts Failures.	Two attempts at calling home, if no answer, either time: contact team teachers and attend any parent conference that pertains to Related Arts Failures.
	Mail home Report Cards for any student who has less than 60% in any class, in addition to students receiving copies at school.	Mail home Report Cards for any student who has less than 60% in any class, in addition to students receiving copies at school	Mail home Report Cards for any student who has less than 60% in any class, in addition to students receiving copies at school

POLICY EVALUATION

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

Date of First Reading: 5/8/23

Date of Second Reading: 6/12/23

Date Adopted: 6/12/23

Chairperson: 

Date Reviewed or Revised: _____

Chairperson's Initials: _____

Date Reviewed or Revised: _____

Chairperson's Initials: _____

Kentucky School Consultation Policy (Personnel & Principal)
KRS 160.345(2)(i)11

Purpose:

Kentucky School, through its consultation policy, ensures that students have equitable access to highly effective, experienced educators, including, but not limited to the following: teachers, media specialists, instructional coaches, principals, paraeducators, etc. who are culturally competent and able to reach each student. Likewise, Kentucky School ensures students have access to qualified non-instructional staff who are dedicated to the school and the responsibilities their position requires.

Definitions:

For the purpose of this policy, Kentucky School defines **vacancy** as any of the following: a position that did not previously exist, but which can now be funded, a position previously held by an employee who has retired or resigned; or a position held by an employee who has indicated in writing that they will retire or resign at the conclusion of the current school year.

For the purpose of this policy, Kentucky School defines qualified **teacher** as a teacher who has completed an Educator Preparation Program approved by the Educational Professional Standards Board (EPSB); holds full Kentucky certification or statement of eligibility; and demonstrates competency in each subject taught. Kentucky School defines qualified **principal** as the instructional leader of the school who has at least three years of teaching experience and who holds the proper certification and credentials.

A **paraeducator** is defined as an instructional assistant who has completed at least two (2) years of study at an institution of higher education; obtained an associate's (or higher) degree; or has met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment – knowledge of, and the ability to assist in instructing, reading, writing and mathematics; or knowledge of, and the ability to assist in, instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

Non-instructional staff is defined as staff who offer other non-instructional related services; however, their services greatly improve the experiences of all students and their families at the school in general. Non-instructional staff includes but is not limited to the following: custodial staff, food services and nutrition staff, clerical workers, and athletic and extracurricular personnel.

Certified and Classified Personnel Procedures:

The school council must be consulted by the principal prior to filling any certified or classified vacancies that occur at the school. Once any vacancy has been posted publicly, the principal must include on the agenda of the next regular or special called meeting, the following agenda topic: "Consultation with the school council for the (position title) vacancy".

The principal and school council must meet the following timeline for filling vacancies:

- Once a vacancy is determined, the principal, along with at least one parent member and at least one teacher member chosen by the school council, must serve as an ad hoc

interview committee. The ad hoc interview committee must meet in an open meeting within one week of selection to develop a set of criteria for a strong candidate and a list of interview questions to be asked of each applicant.

- Once the vacancy has completed the 15-day posting requirement, the ad hoc committee must reconvene and review applications and supporting materials for each applicant and make a final selection of candidates who exhibit the characteristics of a strong candidate. Any applicant that does not meet the criteria will not be considered for an interview. An interview schedule must be developed by the ad hoc committee so that all committee members are present for each interview. The principal or district determined staff must contact the candidates and schedule the interviews.
- During the interviews, each candidate will be asked the developed questions in the same order. Follow-up questions may be asked in response to applicant answers/statements during the interview.
- Upon the conclusion of the interview and within three (3) business days, the principal or district determined staff must follow-up with reference checks on candidates of interest.
- The ad hoc committee must reconvene within one week of the final interview to review the candidates, discuss reference checks, and prioritize candidates.
- At the school council's next meeting, whether regular or special called, the council will convene to closed session permitted by KRS 61.810(1)(f) and will consider the ad hoc committee's candidate recommendations and provide its thoughts on the candidates to the principal whom will select a candidate to fill the vacancy.
- At the next regular or special called meeting, the principal must consult with the council and report his/her candidate selection.
- The principal will inform the superintendent of his/her selection and the superintendent will complete the hiring process.

Principal Selection Procedures:

The school council must be consulted by the superintendent prior to filling a principal vacancy that occurs at the school. Once the vacancy has been posted publicly, the superintendent must include on the agenda of the next regular or special called meeting, the following agenda topic: "Consultation with the school council for the principal vacancy".

The superintendent and school council must meet the following timeline for filling the principal vacancy:

- Prior to consultation with the school council, each member must sign a nondisclosure agreement forbidding the disclosure of information shared and discussions held during consultation.
- Once a principal vacancy is determined, the superintendent, along with at least one parent member and at least one teacher member chosen by the school council, must serve as an ad hoc interview committee. The ad hoc interview committee must meet in an open meeting within one week of selection to develop a set of criteria for a strong principal candidate and a list of interview questions to be asked of each applicant. At the

discretion of the superintendent, additional members may be asked to participate on the committee.

- Once the vacancy has completed the 15-day posting requirement, the ad hoc committee must reconvene and review applications and supporting materials for each applicant and make a final selection of candidates who exhibit the characteristics of a strong candidate. Any applicant that does not meet the criteria will not be considered for an interview. An interview schedule must be developed by the ad hoc committee so that all committee members are present for each interview. The superintendent or designee must contact the candidates and schedule the interviews.
- During the interviews, each candidate will be asked the developed questions in the same order. Follow-up questions may be asked in response to applicant answers/statements during the interview.
- Upon the conclusion of the interview and within three (3) business days, the superintendent or designee must follow-up with reference checks on candidates of interest.
- The ad hoc committee must reconvene within one week of the final interview to review the candidates, discuss reference checks, and prioritize candidates.
- At the school council's next meeting, whether regular or special called, the council will convene to closed session permitted by KRS 61.810(1)(f) and will consider the ad hoc committee's candidate recommendations and provide its thoughts on the candidates to the superintendent whom will select a principal candidate to fill the vacancy.
- At the next regular or special called meeting, the superintendent must report his/her candidate selection to the council.

Emergency Provisions:

If a quorum of the members of the school council is not available for the purpose of conducting consultation in the filling of a vacancy, the principal (or superintendent when filling a principal vacancy) must conduct consultation with the council members who can attend. The timeline may also be amended with school council approval in order to fill a vacancy during times where continuation of instructional and non-instructional services may be affected and a waiver of the 15-day posting may be requested from the Kentucky Department of Education (KDE). Council members may be consulted virtually through video teleconference by following the procedures outlined in KRS 61.826.

Evaluation:

The school council must annually review the policy and timeline and make revisions as necessary to ensure highly qualified personnel are recruited and retained at the school. Any revisions to the policy must be made and approved prior to March 31.

Date Adopted:	<u>6/8/22</u>
Date Reviewed/Revised:	<u>5/24/22</u>
Date Reviewed/Revised:	<u>5/24/22</u>

SCHOOL: BOYD COUNTY MIDDLE SCHOOL

POLICY: CURRICULUM POLICY [KRS 160.345(2)(I)1]

The Curriculum Policy for Boyd County Middle School ensures and establishes a process for curriculum development, implementation, evaluation and communication of the school's curriculum while involving all stakeholder groups.

Components

Boyd County Middle School defines curriculum as what students are taught and the connections they make to the real world. The curriculum shall define what students should know and be able to do in all content areas. The curriculum shall also be defined as all experiences provided by the school staff which are designed to assist students in valuing learning and developing academically, socially, emotionally, and physically. Curriculum includes both what is taught and how it is organized for delivery. The curriculum shall include all core subject areas (i.e. English/Language Arts, Mathematics, Science, and Social Studies), as well as a variety of elective courses (i.e. Arts and Humanities, Practical Living/Career Studies, Health and Physical Education, and Technology). The curriculum shall encompass local, state, and national standards. It shall be aligned with the Kentucky Core Academic Standards.

All students shall have equal access to all aspects of the curriculum during the school day. The curriculum shall include the following features:

- Fully aligned to all local and state documents
- Developmentally appropriate
- Vertically and horizontally aligned
- Reflect skills and concepts, instructional strategies, assessments and resources
- Provide real world experiences
- Integrate career awareness
- Integrate problem solving

Boyd County Middle School Council recognizes the stakeholders for the Curriculum Committee membership. The curriculum will be evaluated as needed. The principal shall be responsible for ensuring the implementation of the curriculum. All teachers shall be responsible for implementing the curriculum with fidelity in all classroom assignments as part of lesson planning. The curriculum shall be communicated to all stakeholders on an annual basis.

POLICY EVALUATION

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

Date of First Reading: 3/8/17

Chairperson: KF

Date of Second Reading: 4/12/17

Chairperson: KF

Date Adopted: 4/12/17

Date Reviewed or Revised: 5/16/19 Council Chairperson's Initials KF

Date Reviewed or Revised: 3/11/24 Council Chairperson's Initials SK

SCHOOL: BOYD COUNTY MIDDLE SCHOOL

POLICY: DETERMINATION OF SCHOOL SCHEDULE

The principal and instructional staff shall establish a master schedule to be submitted to the council for approval. The schedule will utilize time of school day and calendar year to meet the needs and interests of students, curriculum, extra-curricular activities and school programs.

Goals

1. Review curriculum change and suggestions
2. Obtain student requests based on curricula offerings
3. Consider the staffing needs and recommendations
4. Develop a master schedule
5. Develop individual student schedules.

Flexibility within a core team for alternative scheduling is acceptable upon the approval by the principal.

POLICY EVALUATION

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

Date Adopted: 6/12/95

Chairperson: Sue Davis

Date Reviewed or Revised: 5/16/19 Council Chairperson's Initials KF

Date Reviewed or Revised: 2/12/24 Council Chairperson's Initials SA

Digital Media
Boyd County Middle School

1) Rating

- a. Previewing: Teachers should preview all digital media and YouTube clips.
- b. Grade Level: In general, G and PG digital media are suitable for all grades. 8th grade may view PG and content related PG-13 media; however 6th and 7th grade students must have administrative approval prior to viewing PG-13.
- c. Parent Involvement:
 - i. Notice: If previewing of G and PG has been done, there should be no need for parental notice. Teachers are professionals.
 - ii. If a content related PG-13 form of digital media is selected for viewing, parent notifications will be given prior to viewing.
 - iii. Exceptions and Alternatives: If a problem should develop, alternative assignments will be available at parental request.

2) Justification for Use:

- a. Use of films for reward is appropriate. Film use should be noted in lesson plans.
- b. Films used for instruction should be content related, noted in lesson plans, and tied to academic standards.

Date of 1st Reading – 5/16/18

Date of 2nd Reading – 6/13/18

Date Adopted – 6/13/18

Date Reviewed/Revised – 9/18/23

2nd Reading of Revision – 10/9/23

BOYD COUNTY MIDDLE SCHOOL POLICY

School District: Boyd School: Boyd County Middle School

☐ Operational Procedure: _____

☐ Function: Discipline and Classroom Management

TOPICS	STATEMENT
	<p>The council policy shall adhere to the rights and responsibilities of students in Board policy and provide a safe, secure, and positive learning environment.</p> <p>The discipline committee shall select appropriate discipline and classroom management techniques to be implemented in the school. The committee shall annually gather data from surveys of staff, parents and students and report to the council recommendations for improvement.</p> <p>At the beginning of each school year, every student, staff member, and substitute shall receive a copy of the adopted policies. Any new student, staff member or substitute shall receive a copy on their 1st day of school.</p>

Adopted: 6-12-95 Signature Sue A. Davis
Reviewed 11-13-29 Stutley Chairperson

References: _____

BOYD COUNTY MIDDLE SCHOOL

POLICY: Adoption of an Emergency Plan Policy [KRS 160.345(2)(i)9]

PURPOSE: The Adoption of an Emergency Plan Policy of Kentucky Elementary School ensures that students are provided a safe and secure learning environment.

PROCEDURES: The principal, in consultation with various stakeholders and local first responders, will collaboratively develop the school's emergency management plan as a way to document efforts to prevent, mitigate, prepare for, respond to, and recover from emergencies. The emergency management plan will include procedures for fire, severe weather, earthquake, and building lockdown as specified in Kentucky statutes and regulations. The plan will include, but not be limited to the following: Establishment of primary and secondary evacuation routes, which must be posted in each room by each doorway used for evacuation; Identification of severe weather safe zones that have been reviewed by the fire marshal/fire chief, which must be posted in each room; Practices for students to follow in an earthquake; Development and adherence to access control measures for each school building, which may include (but not be limited to):

- Controlling access to exterior doors during the day
- Controlling front door access electronically or with a greeter
- Controlling access to individual classrooms
- Requiring visitor check-in with identification and purpose provided,
- Display of visitor's badge on outer clothing.

Practices for students to follow in in case of fire that are consistent with administrative regulations of the Department of Housing, Buildings and Construction (DHBC); and Procedures for lockdown of the school. Local law enforcement shall be invited to assist in establishing lockdown procedures. Following adoption the emergency plan and diagrams of the facilities will be provided to appropriate first responders. First responders, for the purpose of this policy, include local fire personnel, local, county and/or state police personnel, and emergency medical personnel. Due to the need to maintain student and staff safety and security, the emergency plan and diagram of the facility will not be disclosed in response to any Open Records requests or discussed during Open Session of any school council meeting. The principal, or designee, will present and review all emergency procedures with all staff. Identified severe weather safe zones will be posted at each school doorway prior to the first instructional day of school. Within the first thirty (30) instructional days of the school year and again during the month of January, the school will conduct one (1) severe weather drill, one (1) earthquake drill, and one (1) building lockdown. Fire drills will be conducted in

accordance with timelines, procedures and requirements outlined in the DHBC regulations. Whenever possible, first responders shall be given notice of possible drills and invited to observe. The principal is responsible for ensuring the implementation of these drills and reporting completion and problems noted during the drill to the school council and to the district central office for any remedial action needed. Possible access control methods that will be used at Boyd County Middle School are outlined below. All exterior doors must remain locked at all times. All visitors must enter through the posted front entrance. The front entrance must remain secure with electronic access only. All visitors must use the "buzzer" and be recognized prior to gaining access to the reception area. The principal is responsible to ensure that trained personnel monitor the front entrance at all times. At no time during the school day are students allowed to monitor the front entrance or the reception area. All visitors must report to the front office, state the purpose of the visit, and wear a school-specific badge on the outermost garment during the entire visit. Upon leaving, all visitors must report back to the front office. The office must keep an accurate log of each visitor, the date and time of the visit, the purpose of the visit, and with whom they visited. Doors must remain closed during instruction time.

EVALUATION: At the end of each school year the emergency procedures are to be reviewed by the school council and first responders and revised as needed.

Date of First Reading: 5/10/17

Date of Second Reading: 6/7/17

Date Adopted: _____

Date Reviewed or Revised: 10/9/23 Council Chairperson's Initials ST

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



BOYD COUNTY MIDDLE SCHOOL

1226 Summit Rd. Ashland, KY 41102

Phone: (606) 928-9547

FAX: (606) 928-2067

Dr. Shawn Thornbury, Ed.D
Principal

Nathan Ryver
Asst. Principal

Kim Henthorn
Asst. Principal

Bill Criss
Guidance Counselor

Dr. Christi Shelton, Ph.D.
Guidance Counselor

School District: BOYD

School: BCMS

Operational Procedure:

Function: Extra-curricular Activities Policy

Statement: Students (non-athletes) attending extracurricular activities should behave in a proper manner as described in the BCMS Discipline Code. These activities are school functions and fall under school jurisdiction. Students who are suspended or who have been placed on a behavior contract are NOT allowed to attend or participate in extracurricular activities unless approved by the BCMS principal.

Amended: 12/11/23

Adopted: 10/15/03

Signature: 

First Reading: 12/11/23

Second Reading: 1/29/24

Boyd County Middle School Library Media Center

Library Vision Statement

The vision of the Boyd County Middle School Library Media Center is that the library will be flowing with opportunities for students to create, think, collaborate, and develop skills to adapt and thrive in a changing global environment.

Library Mission Statement

The mission of the Boyd County Middle School Library Media Center is to provide opportunities, space, and resources for quality learning experiences that foster the development of future ready citizens, who embody a lifelong love of reading, competent research skills, innovative thinking, and collaborative work relationships.

Selection Policy

When selecting books for purchase, the school librarian may consider professional reviews and recommended reading ages. Nonfiction books are selected based on accuracy, scope, reliability, format, points of interest, and potential use. Fiction books are selected based on the needs of the collection, popularity, quality, curriculum-connections, and professional book reviews. Recommendations from students and staff members are encouraged and honored when possible. Donated books must meet the same criteria as newly purchased books.

The library will guide students to be responsible and ethical citizens as they learn research, access and evaluate information and manage their own digital footprints as lifelong learners.

Challenged Book Policy

1. Patron will complete the request for reconsideration of materials form.
2. The Library Materials Committee (LMS, principal, and designated teacher(s)) will review the request and reach a consensus using the Library Bill of Rights and Freedom to Read statement.
3. The LMS will respond within 4 to 6 weeks.

Request for Reconsideration of Materials form

The Boyd County Middle School SBDM council has delegated the responsibility for selection and evaluation of library materials to the school library media specialist, and has established reconsideration procedures to address concerns about those materials. Completion of this form is the first step in those procedures. If you wish to request reconsideration of school or library resources, please return the completed form to the Library Media Specialist.

Name _____

Date _____

Address _____

City _____ State _____ Zip _____

Phone _____

Do you represent Self? _____ Organization? _____

1. Resource on which you are commenting:

_____ Book _____ Video _____ Display _____ Magazine _____
Audio Recording _____ Newspaper _____ Electronic
information/network (please specify) _____

Other _____

First Reading - 11/28/22 ST
Second Reading - 1/23/23 ST
Adoption - 1/23/23 ST

8 b

Boyd County Middle School policy to avoid the appearance of nepotism in the classroom:

Teachers and instructional assistants shall not have their own children, stepchildren, grandchildren, and/or nieces and nephews on their core teams:

- I. It shall be the responsibility of the teacher or instructional assistant to notify the "Guidance Office" before scheduling of the next school year of family members meeting the above criteria.
- II. In case of a scheduling error, responsibility of immediate notification to counselors falls upon the teacher or instructional assistant for a prompt schedule change.
- III. Kentucky statute on nepotism shall be used as the guideline.

(Curriculum Committee - S. Maynard)
4-27-00

1ST READING: MAY 8, 2000
MOVED TO 2ND READING + PASSAGE MAY 8, 2000

ADOPTED

Sue A. Davis

5-8-2000

Reviewed 9-18-23 *ST*

Boyd County Middle School

Parent Engagement Policy

A certified staff member will be designated Parental Engagement Coordinator. The coordinator will meet with the District Engagement Coordinator at regularly scheduled district meetings.

Parent/teacher conferences will be scheduled through the counseling offices. Each team at BCMS shall have a designated time and place for regular parent conferences. Alternate times shall be available for parents who are unable to meet during the regular designated times.

Parent/Teacher/Student Compacts shall be distributed to all students, and signed each fall.

An annual meeting shall be held each year to review the school's Parent Engagement Policy.

An annual Parent Engagement evaluation will be distributed each spring to gather information on how well our school communicates with parents. Feedback will be used to improve parent engagement activities.

Parents will be involved and serve on school committees.

Professional Development will be offered through the district to provide training to staff in the value and usefulness of parent contributions, and how to communicate and work with parents as equal partners, and to build ties between parents and the school.

A parent volunteer program shall be available. Parents will be trained in confidentiality and a background check will be conducted. Volunteer hours will be recorded, and parent volunteers shall be offered complimentary lunches in the school cafeteria.

BCMS shall participate in the district's Spotlighting Our Families.

Planned parent engagement activities for the school year shall include, but is not limited to the following:


1. Parent/teacher conferences
2. Readifest
3. Parent University
4. New Student Open House at the beginning of the school year
5. Regular newsletters/calendar
6. Science Family Fun Night in the fall
7. Data Night
8. PTF Meetings
9. Family Night in the spring
10. Booster Organizations
11. SBDM Council Parent Members/Elections
12. Parent Breakfasts
13. Christmas/Thanksgiving baskets
14. Weekend/Backpack Food program
15. Parent and Community volunteers

- 16. Infinite Campus
- 17. School Website
- 18. Team Remind App
- 19. School Remind App Wildcat Information Network (W.I.N.)
- 20. IC Caller

The goal of the Parent Engagement Program is for every parent and community member to feel welcome and be knowledgeable about our mission for student achievement and student success at Boyd County Middle School.

Alison Bays
Parent Engagement Coordinator

Date of First Reading: 2/14	Council Chairperson Initials: BB
Date of Second Reading: 3/24	Council Chairperson Initials: BB

Date Reviewed/Revised: 5/16/19	Council Chairperson Initials: KF
Date Reviewed/Revised: 2/16/24	Council Chairperson Initials: 

SCHOOL: BOYD COUNTY MIDDLE SCHOOL

**POLICY: PLANNING AND RESOLUTION OF ISSUES REGARDING
INSTRUCTIONAL PRACTICES [KRS 160.345(2)(1)6]**

PURPOSE:

The Instructional Practices Policy of Boyd County Middle School ensures that all instructional practices align with the Kentucky Middle School's curriculum and establishes an environment where all students are given the opportunity to achieve to their potential and are prepared for future learning.

COMPONENTS:

Instructional practices shall be defined as the strategies, techniques, and activities used by the classroom teacher to engage students in the learning process. In preparing lessons, each teacher shall:

- Use varied student-centered instruction
- Address various learning styles and multiple intelligences
- Use activities where all students use higher-order thinking and problem-solving skills
- Make active use of interdisciplinary connections when appropriate
- Adjust instruction to respond to the needs of students
- Provide for student-use of technology for appropriate and varied learning activities and to expand the classroom into the community and beyond
- Use instructional resources that reflect diversity
- Assign homework that extends student learning based on the analysis of classroom data and formative assessments.

POLICY EVALUATION

We will evaluate the effectiveness of this policy during common planning. As part of professional learning, teachers will reflect weekly on the strategies used, discuss successes and challenges, share possible solutions to challenges, and identify areas needing further support. Professional Learning Community Teams will collect, analyze, and respond to student data. Each PLC will keep a binder containing minutes/notes from the meetings.

Date of First Reading: 3/8/17


Chairperson: KF

Date of Second Reading: 4/12/17

Chairperson: KF

Date Adopted: 4/12/17

Date Reviewed or Revised: 5/16/19 Council Chairperson's Initials KF

Date Reviewed or Revised: 3/11/24 Council Chairperson's Initials 

SCHOOL: BOYD COUNTY MIDDLE SCHOOL

POLICY: SCHOOL SPACE USE

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 others.

CLASSROOM SPACE ASSIGNMENTS

To assign classroom space, the principal will:

1. At the end of the school year, tentatively assign classroom space based on the criteria in the first section of this policy and notify all staff members of their individual assignments.

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: 4/12/17

Chairperson: KF

Date of First Reading: 3/8/17

Date of Second Reading: 4/12/17

Date Reviewed or Revised: 5/16/19 Council Chairperson's Initials KF

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



SCHOOL: BOYD COUNTY MIDDLE SCHOOL
POLICY: STUDENT ASSIGNMENT POLICY

CRITERIA FOR STUDENT ASSIGNMENT TO CLASSES AND PROGRAMS

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

1. Take each student's developmental and academic needs into account.
2. Facilitate the implementation of our school improvement plan.
3. Prepare all students to be ready for college level work during their high school careers.
4. Support the goal of not exceeding the state class size cap except temporarily to accommodate a newly enrolled student or for the current school year with the approval of the SBDM Council.

PRIVACY RIGHTS

Information about students under the Rights to Privacy Act shall be held in confidence by the administration and staff during the student assignment process.

PARENTAL/GUARDIAN REQUESTS

Parent/guardian requests for schedule and/or team changes should be submitted only if there are unusual academic, social, or emotional circumstances. In these cases, the request must be in writing and returned to the office. The requests will be considered on a case-by-case basis by the principal and counselor, and decisions will be final within ten regular school days. Parent/guardian will be notified of the decision.

TEAM AND CLASSROOM ASSIGNMENT PROCEDURES

The following procedures will be followed for assigning students to groups or teams and classes:

1. With teacher input as necessary, students will be randomly assigned to groups/teams by the principal(s)/counselor(s) (or designees).
2. Once students are assigned to groups/teams, the teachers may be asked for further input and adjustments may be made if necessary. The groups/teams will be checked for a balance of gender, race, and ability.
3. Once students are assigned to groups/teams, the principals/counselors (or designees) and the group/team teachers will then assign students to specific content area classrooms after considering all relevant data including but not limited to test scores, grades, behavior, student class choices, ILPs, parent suggestions/requests, and teacher suggestions/requests.
4. Changes in the student schedules will be handled on a case-by-case basis by the principals/counselors (or designees) with input from teachers and/or parents if necessary.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date of First Reading: 8/7/19

Chairperson: Kimberly Fitch

Date of Second Reading:

Date(s) Reviewed or Revised: 3/11/24



Date(s) Reviewed or Revised:

Boyd County Middle School

Technology Utilization Policy

The principal shall establish school committees to determine alignment with state standards, technology utilization, and program appraisal and be responsible to make any information available to them. The School Planning committee shall be responsible for the inclusion of this policy into the school plan.

Adopted: 6/12/95 Chairperson: Sue Davis

Revised/Reviewed: 5/16/19 by the Attendance Committee & SBDM

Writing and Communication Policy

Boyd County Middle School

Aligned with Kentucky Department of Education
Writing Program Review

This policy is a guideline for implementation and will continue to be reviewed/modified throughout the upcoming year.

The overall goal of Boyd County Middle School's writing and communication program is to ensure that all students, across all grades, and within all content areas develop 21st century communication skills that will serve them in real-life situations.

According to Senate Bill 1, "writing [is] a purposeful act of thinking and expression that uses language to explore ideas and communicate meaning to others. Writing is a complex, multifaceted act of communication." Accordingly, student work will include oral and written communication, multi-media communication, and communication through technology. Students at all grade levels will produce a variety of oral/written communications, including narrative, informative/explanatory, and argumentative texts, developed during writing-to-learn activities, writing-to-demonstrate-learning activities, and pieces created for authentic purposes and audiences in a variety of forms and modes. Boyd County Middle School's policies were developed collaboratively by teachers and school leaders, and are intended to address components of Senate Bill 1, Kentucky Common Core Standards, and state and federal guidelines.



Curriculum & Instruction

Demonstrator 1: All BCMS teachers and administrators will collaborate in designing and implementing a rigorous communication curriculum that provides for all students to develop and refine 21st century communication skills.

- A. All teachers will vertically and horizontally align the curriculum according to Common Core Standards.
- B. All teachers will provide students with a curriculum that provides a variety of experiences for frequent, authentic communication, requiring the application of 21st century skills.
- C. All teachers will provide students with opportunities to demonstrate competency with 21st century technology, applications, resources, communication skills, and tools.

Demonstrator 2: All BCMS teachers will implement a rigorous communication curriculum where students demonstrate disciplinary understanding and interdisciplinary connections.

- A. All teachers will integrate the five strands of literacy (reading, writing, speaking, listening, and observing) across the curriculum, in all content areas.
- B. All teachers will use specific, explicit instruction to develop communication skills.
- C. All teachers will provide students with opportunities to apply disciplinary understanding in real-world learning experiences which integrate communication skills.
- D. All teachers will provide students with opportunities to communicate for multiple purposes and using a variety of forms and media, as appropriate to the given content area.
- E. All teachers will provide students with opportunities to research questions from their own interests and to communicate their learning.
- F. All teachers will provide students with opportunities to use a developmentally-appropriate research process, including the evaluation of resources, interpretation of data/findings, citation of sources, synthesis of multiple sources and points of view, and consideration of visuals and other data.

Demonstrator 3: All BCMS teachers will engage students across the curriculum in critical thinking and communicating.

- A. All teachers will intentionally plan to foster students' use of critical thinking, writing, and communication skills.
- B. All teachers will scaffold instruction that is strategic and developmentally-appropriate.
- C. All teachers will provide students with opportunities to use thinking and writing skills to learn and to demonstrate learning.
- D. All teachers will provide opportunities for students to use a variety of communication models and other resources to improve communication skills.
- E. All teachers will provide students opportunities to explore, plan, draft, revise, and edit in order to refine student ideas and products.
- F. All teachers will provide multiple opportunities to publish for authentic and appropriate audiences.
- G. School administrators will require that all teachers compile a writing and communications folder with every student, containing products that reflect student interest and the development of writing and communication skills over time and across content areas. (More specific requirements of this documentation of school-wide writing and communication can be found in the section, labeled "Portfolio.")

Demonstrator 4: All BCMS teachers and administrators will arrange for students to develop communication skills through collaboration and feedback.

- A. All teachers will provide students opportunities to discuss and share ideas and work through conferences with teachers, peers, and others.
- B. All teachers will provide opportunities for students to use feedback to make decisions about revisions to their work and to reflect on their learning.
- C. All teachers will provide opportunities for students to collaborate with teachers, peers, and others to learn to problem-solve and generate products.

Demonstrator 5: All BCMS teachers and administrators will provide differentiated learning experiences in communication skills; that is, appropriate interventions and enrichments will be provided for students.

- A. The BCMS curriculum will offer advanced (or accelerated) learning or enrichment opportunities that enhance writing and communication skills.
- B. The BCMS curriculum will implement a system of interventions to meet individual students' needs in developing writing and communication skills.
- C. All teachers will encourage students to publish or share their work.
- D. All teachers will provide differentiated learning experiences during the course of classroom instruction to meet individual students' needs in developing writing and communication skills.

Formative & Summative Assessment

Demonstrator 1: All BCMS teachers and administrators will align writing and communication assessments with Common Core State Standards across all grade levels and all content areas.

- A. All teachers will collaborate to review writing and communication assessments in order to comply with Common Core State Standards.
- B. All teachers will collaborate to align writing and communication across grade levels quarterly.
- C. All teachers will use writing and communication skills to formatively assess all content area learning.
- D. All teachers will deconstruct standards to determine specific learning objectives and align both instruction and assessments with those objectives.

Demonstrator 2: All BCMS teachers will embed ongoing formative and summative assessments in their instruction for writing and other forms of communication.

- A. All teachers will work collaboratively during common planning time to develop a variety of formative and summative assessments for writing and communication.
- B. All teachers will present examples of content-appropriate written/oral materials to students that demonstrate specific learning objectives.
- C. All teachers will instruct students on the revision process and provide opportunities to revise and apply learning during the writing process, before summative assessment of end products.
- D. All teachers in all subjects will provide opportunities for students to reflect on their writing within content areas multiple times throughout the year.

Demonstrator 3: All BCMS teachers will assess students' writing and communication skills formatively and summatively to provide feedback and inform instruction across the curriculum.

- A. BCMS will develop a plan to monitor student progress in developing writing and communication skills consistent with grade-level writing standards.
- B. All teachers (in all grade levels and content areas) and administrators will meet twice yearly with progress evidence to evaluate the growth of students' writing and communication skills.
- C. All teachers will formatively assess students' writing and communication processes and products in order to determine areas for improvement.
- D. Teachers will provide feedback regarding students' writing and communication products to inform students of strengths and methods for future growth.
- E. All teachers (in all grade levels and content areas) will provide opportunities for students to reflect on their writing and communication skills.
- F. Teachers will assist students in setting goals that are appropriate for them and that meet writing and communication standards.
- F. Teachers will provide students with opportunities to reflect on personal strengths and areas for future growth.
- G. Teachers will provide students with opportunities to give and receive feedback to one another in order to reflect on personal strengths and areas for future growth.

Demonstrator 4: Teachers will promote student ownership by requiring students to analyze and use feedback from formative and summative assessments of writing and communication skills.

- A. Teachers will provide opportunities for students to analyze feedback and reflect on their writing and communication to set goals that are appropriate in meeting writing standards.
- B. Teachers and students will use models to partner in developing scoring guides and rubrics to assess writing and communications.
- C. Students will utilize scoring guides and rubrics to self-assess achievement of learning objectives.

Professional Development & Support Services

Demonstrator 1: A team appointed by the SBDM Council will review the writing and communication program to generate a professional development action plan.

- A. The team will consist of a representative from every content area, BCMS Principal and/or administrators, one Strategic teacher, the Library/Media Specialist, and Central Office personnel.
- B. The team will evaluate the findings of the Program Review and determine school-wide need for future professional development opportunities.
- C. The team will communicate its findings and subsequent action plan through a variety of modes (e.g., team leader meetings, websites, and newsletters).

Demonstrator 2: The school principal will promote the professional development plan to ensure high quality writing and communication instruction.

- A. The above team will collaboratively evaluate and reflect on the impact of the writing and communication instruction by distributing, collecting, and summarizing the needs of every teacher in the building. This should be completed immediately after the Program Review is conducted and before the end of the school year.
- B. The above team will collaboratively evaluate and reflect on the impact of the writing and communication instruction by distributing, collecting, and summarizing the needs of every content area in the building. This should be completed immediately after the Program Review is conducted and before the end of the school year.
- C. The principal will allocate equitable time and resources to implement the needed professional development action plan.

Demonstrator 3: Teachers and outside sources will be utilized to promote high quality writing and communication instruction.

- A. Resources for completion should include District Office personnel, Library/Media Specialist, Guest Speakers/Authors, KEDC, and other resources as determined beneficial for the promotion of an efficient writing and communication program.
- B. Resources for completion should also include emerging technology, including but not limited to resources such as Skype and ListSers that focus on writing and can be distributed school-wide.

Demonstrator 4: Teachers will participate in professional learning opportunities that enhance the delivery of high quality writing and communication instruction.

- A. School administrators will identify teacher leaders to demonstrate exemplary instructional practices to pods of teachers (organized by content areas) in an authentic classroom setting. These teacher leaders will return throughout the school year to support those content area teachers as they use newly-learned instructional strategies in writing and communication. (This would be particularly useful as teachers include emerging instructional technology and could also be accomplished within the building, utilizing BCMs' own teacher leaders in a similar manner.)
- B. School administration will provide opportunities (such as release days) for Language Arts teachers to go into content area classrooms to co-teach using exemplary instructional strategies in writing and communication, particularly on topics that the Program Review identifies as areas needing improvement.
- C. School administration and/or District Office personnel will provide opportunities for all staff to engage in professional development opportunities in formative and summative assessment and in other specific areas as future need indicates.

Administrative Leadership Support & Monitoring

Demonstrator 1: The SBDM Council will monitor implementation of policies for the writing and communication program.

- A. The SBDM council will review data two times per year (winter and spring) regarding the implementation of the school's writing and communication program and will make recommendations for improvements as needed based on data analysis.
- B. The SBDM council will monitor effectiveness of staffing allocation decisions for supporting the writing and communication program.
- C. The SBDM council will monitor instructional time and resources for supporting the writing and communication program.

Demonstrator 2: School leaders (Principal, Assistant Principals, Central Office Personnel, Curriculum Coordinators, and Content Leads) will guide implementation of the school-wide writing and communication program through a long-term, common vision for the program.

- A. School leaders will communicate expectations for implementing the school writing and communication program to all BCMS teachers and give support to teachers and staff in developing, implementing, and monitoring a long-term plan for literacy.
- B. School leaders will promote a building-wide culture that fosters student success as critical thinkers, problem solvers, and effective communicators by monitoring the implementation of the school-wide writing and communication policy.
- C. School leaders will promote a building-wide culture in which teachers, staff, and students, alike, participate in writing and communicating within the school community.
- D. School leaders will support teachers' efforts to implement research-based writing and communication instruction with sufficient funding and resources as deemed necessary for program efficiency.
- E. School leaders will provide additional learning opportunities for teachers and support staff new to the school in implementing the school's writing and communication program.

Administrative Leadership Support & Monitoring

Demonstrator 3: Teacher leaders will assist administration in implementing the school's writing and communications program.

A. School leaders will provide opportunities (such as but not limited to release days) in order for teacher leaders to collaborate with other BCMS teachers in efforts to efficiently implement the school writing and communication program

Portfolio & Content-Area Communication Folder

Senate Bill 1 and section one, “Curriculum and Instruction,” of the Kentucky Department of Education’s Writing Program Review guide both require an on-going collection of samples of student work covering the five strands of literacy: Writing, Reading, Listening, Speaking, and Observing. In compliance with both, the following requirements will be met by BCMS teachers in order to document students’ writing and communication progress.

Demonstrator 1: All BCMS teachers will collect students’ writing and communication samples in order to show progressive growth over time in content-area communication.

- A. Content-area communication (CAC) folders will be maintained at all grade levels and will be passed on (electronically and or paper) via students’ ILPs or other methods to each student’s next grade or school.
- B. Students will participate with teachers in decisions about what to include or purge from the CAC folder two times per school year (winter and spring).
- C. Each PLC along with grade level teams will develop a plan for grade-level contents of CAC folders, which will reflect students’ interests and work at various stages of development, with consideration given to relevant state regulations/standards of each content area.
- D. CAC folders will indicate that some writing has been produced over time (with constructive revisions and feedback) and other writing has been done in a limited time frame.
- E. The contents of the CAC folder will include communications for a variety of authentic purposes.
- F. The contents of the CAC folder will include communications in a variety of forms: oral, written, and multi-media texts; communication through technology; and narrative, informative/explanatory, and argumentative texts, some based on research and some based on content learning. Other types of communication may also be included, e.g., products of writing-to-learn activities and writing-to-demonstrate learning activities.
- G. Students and teachers will have opportunities to review collections of their work and determine plans for improvement.