

# Trigg County Primary SBDM Council Policies

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# TRIGG COUNTY PRIMARY SCHOOL SCHOOL COUNCIL POLICY FORMAT

DISTRICT: TRIGG COUNTY

SCHOOL: TRIGG COUNTY PRIMARY SCHOOL

<u>COUNCIL POLICY TYPE (CHECK One)</u>	<u>POLICY NUMBER</u>
By-Laws (Council Operational Policies)	1
X Function (School Operation Policies)	

<u>POLICY TOPIC DESCRIPTION</u>
<u>Achievement Policy</u>

<u>POLICY STATEMENT</u>
<p><b>Purpose:</b></p> <p>The goal of the faculty, staff and administration of Trigg County Primary School is to provide on-going communication about student progress and strategies to be used to reach mastery of all standards. With Response to Intervention (RTI) programs, classroom intervention and set time provided daily for these interventions, monitored progress will be communicated to all stakeholders.</p> <p><b>Procedure:</b></p> <p>Trigg County Primary School will send home progress reports to parents every 4.5 weeks and a report card at 9 weeks. The school will use standard based grading to report this progress in ELA and Math standards. Our district wide assessments will be sent home after each testing window.</p> <p>The school council will annually analyze data from the district wide assessments.</p>

DATE ADOPTED: 2/15/22

SIGNATURE:

  
Council Chairperson

# TRIGG COUNTY PRIMARY SCHOOL SCHOOL COUNCIL POLICY FORMAT

DISTRICT: TRIGG COUNTY

SCHOOL: TRIGG COUNTY PRIMARY SCHOOL

<u>COUNCIL POLICY TYPE (CHECK One)</u>	<u>POLICY NUMBER</u>
By-Laws (Council Operational Policies)	2
X Function (School Operation Policies)	

<u>POLICY TOPIC DESCRIPTION</u>
<u>Committee Policy</u>

<u>POLICY STATEMENT</u>
<p>Standing and ad hoc committees are established to gain input from all stakeholders including certified and classified staff, parents, students, and community members. Standing and ad hoc committees shall serve as a school council resource for gathering data and information and making recommendations to the school council.</p> <p>Standing school council committees include the following:</p> <ul style="list-style-type: none"><li>• Title 1</li><li>• Discipline/Safe Schools/PBIS</li><li>• Budget/School Improvement/School Day/School Space</li><li>• Professional Development/Writing/Want to Know More</li></ul> <p>AD hoc committees are formed and dissolved by the school council as needed.</p> <p>Each school council standing committee may solicit representatives from the staff and parents. All certified staff members will serve on one committee during the school year. The principal shall determine the best committee for each staff member with input from the council. The SBDM Council will review the committee list each July before implementation for the new school year and can make recommendations for changes to the principal as to the placement of each certified staff member.</p>

Committee membership shall be limited to persons, or at the discretion of the school council. School council committees shall carry out tasks assigned to them by the school council. Committees may decide to bring issues of concern or interest to the school council. Committees may research issues, gather school-wide input, or prepare drafts of school council policies.

A committee member will report to the school council as requested or will report directly to the principal to share with the council. Committees will provide written minutes of their meetings no later than 5 days after the committee meeting has occurred. Meetings shall occur as often needed throughout the school year based on the issues being addressed.

Each school council committee shall choose the time, place, and schedule for their committee meetings. Committees will follow the record keeping procedures.

DATE ADOPTED: 2/15/22

SIGNATURE:

  
Council Chairperson

# TRIGG COUNTY PRIMARY SCHOOL SCHOOL COUNCIL POLICY FORMAT

DISTRICT: TRIGG COUNTY

SCHOOL: TRIGG COUNTY PRIMARY SCHOOL

<u>COUNCIL POLICY TYPE (CHECK One)</u>	<u>POLICY NUMBER</u>
By-Laws (Council Operational Policies)	3
X Function (School Operation Policies)	

<u>POLICY TOPIC DESCRIPTION</u>
<u>Consultation Policy</u>

<u>POLICY STATEMENT</u>
<p>The school council shall be consulted by the principal on all certified and classified vacancies that occur at the school. When a school-based personnel vacancy has occurred the principal shall include "consultation with the school council for the vacancy" on the agenda of a regular or special meeting of the council.</p> <p>The principal and school council shall complete the following procedures for filing vacancies:</p> <ul style="list-style-type: none"><li>• The principal shall copy and distribute written applications from all candidates on the qualified applicants list to the school council for their review. The principal and SBDM council will set a time to meet and screen applications based upon the established criteria for the vacancy.</li><li>• Interviews will be conducted as outlined by the SBDM bylaws.</li><li>• The school council shall consider the principal recommendations and shall provide its advice to the principal on who to select to fill the vacancy in a closed meeting of the council.</li><li>• The principal shall conduct a reference check and call a meeting for the purpose of conducting consultation in the filling of a vacancy.</li></ul> <p>The principal shall make a selection of the qualified applicant to fill the vacancy within the set timeline of the application and shall report this selection to the superintendent or designee who will complete the hiring process.</p>

DATE ADOPTED: 2/15/22

SIGNATURE:   
Council Chairperson

# TRIGG COUNTY PRIMARY SCHOOL SCHOOL COUNCIL POLICY FORMAT

DISTRICT: TRIGG COUNTY

SCHOOL: TRIGG COUNTY PRIMARY SCHOOL

<u>COUNCIL POLICY TYPE (CHECK One)</u>	<u>POLICY NUMBER</u>
By-Laws (Council Operational Policies)	4
X Function (School Operation Policies)	

<u>POLICY TOPIC DESCRIPTION</u>
<u>Curriculum Policy</u>

<u>POLICY STATEMENT</u>
<p><b>Purpose:</b></p> <p>The curriculum Policy for Trigg County Primary school ensures and establishes a process for curriculum development, implementation, evaluation and communication of the school's curriculum that involves all stake holder groups.</p> <p><b>Procedures:</b></p> <p>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.</p> <p>The curriculum shall include all core subject areas (i.e. English/Language Arts, Mathematics, Science and Social Studies) as well as a variety of extra courses (i.e. Arts and Humanities, Practical Living/Career Studies, Health and Physical Education and Technology). The curriculum shall encompass local and state standards and be research-based. 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.</p>

DATE ADOPTED: 2/15/22

SIGNATURE:

  
Council Chairperson

# TRIGG COUNTY PRIMARY SCHOOL SCHOOL COUNCIL POLICY

DISTRICT: TRIGG COUNTY

SCHOOL: TRIGG COUNTY PRIMARY SCHOOL

<u>COUNCIL POLICY TYPE (CHECK One)</u>	<u>POLICY NUMBER</u>
By-Laws (Council Operational Policies)	5
X Function (School Operation Policies)	

<u>Policy Topic Description</u>
<u>Selection and Implementation of Discipline and Classroom Management Techniques</u>

<u>POLICY STATEMENT</u>
<p><b>Purpose:</b> The goal of the faculty, staff and administration at Trigg County Primary School is to create and maintain a safe, orderly and positive learning environment by implementing a system of school-wide positive behavior interventions and supports. These interventions and supports will be of a positive, proactive and instructional nature. Through the identification, adoption, implementation, monitoring and sustained use of research validated behavior practices, the faculty, staff and administration will provide the students of Trigg County Primary School with the opportunity to become self-disciplined, responsible and productive citizens of the commonwealth.</p> <p><b>Procedure:</b> The research-validated practices to be implemented will include the following components: (1) A common approach to discipline; (2) Three to five positively stated expectations for all students and staff; (3) Procedures to teach the school-wide expectations; (4) Procedures to encourage responsible behavior; (5) Procedures to discourage irresponsible behavior; and the (6) Use of data to monitor and evaluate progress and effectiveness. A schedule for teaching the defined school-wide expectations will be created and distributed to all staff members at the beginning of each school year. Additionally, when there has</p>

been a break in instruction (i.e. snow days, fall break, winter break, spring break, etc.) the school-wide expectations for Trigg County Primary School will be reviewed with students upon their return to school the next day.

The SBDM Discipline Committee will analyze behavioral data on a monthly basis. Behavioral data that does not violate confidentiality will be shared with the stakeholders (faculty, staff, SBDM council, Board of Education) of Trigg County Primary School on a monthly basis. At the beginning of each school year, a designated committee will review the system of school-wide positive behavior interventions and supports with new and returning faculty and staff members. A goal regarding the development of a safe and orderly environment will be included in the School Improvement Plan (SIP) annually.

To provide consistency and clarity throughout the building, school-wide rules have been put in place. These expectations will be posted in the hallways, in each classroom in the building and in the cafeteria. Along with the rules will be rewards and consequences. Lessons using multiple resources, such as CHAMPS, Project Wisdom, Second Step, Capturing Kids Hearts, Character Counts, etc. will be utilized and taught in each classroom regularly. The curriculum teaches students pro-social skills and positive ways of reducing aggressive, impulsive and disruptive behaviors.

#### **Alternative Learning Center - ALC**

For repeated behavioral problems and/or major offenses, a student may be assigned a period of time in the ALC room by the principal or assistant principal. Students assigned to this classroom are to complete assignments from their regular classroom. Parents are notified from the school by mail if their child has been assigned to ALC. Notices should arrive within a week.

A recommendation from the Behavior/CHAMPS committee concerning the importance of completing classroom work is to treat each case on an individual basis. The leadership team at the school will work with the teacher, and the parent(s)/guardians to help lift barriers in order for each student to be successful. A teacher may also refer a student to Behavior TAG if they feel their incomplete work is a contributing factor towards their behavior.

#### **School-wide Classroom Consequences**

1. Verbal Warning
2. Loss of point
3. Thought Spot (student desk)
4. Buddy Room (student desk)
5. Parent call
6. Office Referral



### **School-side Expectations**

#### **STAR**

Smile and be positive  
Treat others with kindness  
Accept responsibility  
Represent the best you

#### **Recess**

Safety first  
Take turns  
Always play fairly  
React appropriately

#### **Restroom**

Silence  
Think about time  
Always flush and wash hands  
Respect privacy

#### **Hallway**

Voice level 0  
Walk single file on the right side  
Stay in designated position in line and stay together as a class  
Keep hands down by side and eyes forward  
Stop at designated points as a class

#### **Cafeteria**

Voice level 1  
Students stay in assigned order in line and at tables  
Keep both feet under the table  
Use appropriate table manner  
Walk when entering and leaving the cafeteria  
Follow the directions of adults on duty in the cafeteria

#### **Dress Code**

1. Students will wear safe and appropriate shoes.
2. Students will wear safe and appropriate clothes (No tight spandex bicycle shorts; No hats, bandannas, or other types of headwear; No clothing with profane words or designs; No low riding jeans, pants or shorts.
3. Due to safety issues, backpacks with wheels will not be allowed.

DATE ADOPTED: 2/15/22

SIGNATURE:   
Council Chairperson

# TRIGG COUNTY PRIMARY SCHOOL SCHOOL COUNCIL POLICY

DISTRICT: TRIGG COUNTY

SCHOOL: TRIGG COUNTY PRIMARY SCHOOL

<u>COUNCIL POLICY TYPE (CHECK One)</u>	<u>POLICY NUMBER</u>
By-Laws (Council Operational Policies)	6
X Function (School Operation Policies)	

<p align="center"><b><u>POLICY TOPIC DESCRIPTION</u></b> <b><u>EXTRACURRICULAR PROGRAMS POLICY</u></b></p>
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<p align="center"><b><u>POLICY STATEMENT</u></b></p> <p>By July 1 of each year, the principal shall prepare a list of extracurricular programs to be implemented in the school, for the school council's approval. Additional extracurricular programs to be implemented shall be presented by the principal to the council for approval prior to their implementation. The chief extracurricular sponsor shall determine student participation standards, to be consistent with any criteria set by the state or national sponsor of the program, and consistent with state and federal statutes and regulations. In order for a student to be able to participate in extracurricular or classroom activities, they must be enrolled as a full-time student at Trigg County Primary School.</p>
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DATE ADOPTED: 2/15/22

SIGNATURE:

  
Council Chairperson

# RIGG COUNTY PRIMARY SCHOOL SCHOOL COUNCIL POLICY FORMAT

DISTRICT: TRIGG COUNTY

SCHOOL: TRIGG COUNTY PRIMARY SCHOOL

<u>COUNCIL POLICY TYPE (CHECK One)</u>	<u>POLICY NUMBER</u>
By-Laws (Council Operational Policies)	7
X Function (School Operation Policies)	

<u>POLICY TOPIC DESCRIPTION</u>
<u>Planning and Resolution of Issues, Regarding Instructional Practices Policy</u>

<u>POLICY STATEMENT</u>
<p><b>Purpose:</b></p> <p>The Instructional Practices Policy of Trigg County Primary School ensures that all instructional practices are aligned with the Trigg County Primary School's curriculum and establishes an environment where all students achieve to their potential and are prepared for future learning.</p> <p><b>Procedures:</b></p> <p>Instructional practices shall be defined as the strategies, techniques, and activities used by the classroom teacher to engage students in the learning process.</p> <p>In preparing lessons, each teacher shall:</p> <ul style="list-style-type: none"><li>• Use varied student-centered instruction</li><li>• Address various learning styles and multiple intelligences</li><li>• Use activities where all students use higher-order thinking and problem solving skills</li><li>• Provide clearly aligned standards vertically and horizontally</li><li>• Create congruent assessments</li><li>• Make active use of interdisciplinary connections</li><li>• Monitor student progress</li><li>• Provide constructive feedback to students</li><li>• Adjust instruction to respond to the needs of the students</li><li>• Provide for student-use of technology for appropriate and varied</li></ul>

learning activities

- Use instructional resources that reflect diversity
- 21<sup>st</sup> century skills shall be embedded

**RTI/ESS**

Response to intervention (TAG - Targeted Assistance and Growth) shall be provided for qualifying students. Trigg County Primary School will follow the district procedures for TAG. Extra time and instruction in research-based interventions shall be provided in addition to core reading and math instruction. Progress monitoring will be administered and charted weekly. Extended School Services will serve students between the 11<sup>th</sup> and 25<sup>th</sup> percentile based on benchmark assessments as long as funds are available. Through our district-wide assessments students in greater need of ESS will be identified by set criteria and/or referral from the classroom teacher. Research-interventions will be used with guidance from current standard mastery.

**Evaluation:**

During PLC teachers will collect and analyze data, reflect on the strategies used, discuss successes and challenges. Appropriate time shall be provided for PLC meetings to be centered on student achievement.

DATE ADOPTED: 3/8/22

SIGNATURE:

  
Council Chairperson

# TRIGG COUNTY PRIMARY SCHOOL SCHOOL COUNCIL POLICY FORMAT

DISTRICT: TRIGG COUNTY

SCHOOL: TRIGG COUNTY PRIMARY SCHOOL

<u>COUNCIL POLICY TYPE (CHECK One)</u>	<u>POLICY NUMBER</u>
By-Laws (Council Operational Policies)	8
X Function (School Operation Policies)	

<p><u>POLICY TOPIC DESCRIPTION</u></p> <p><u>Parent and Family Engagement / Title I</u></p>
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<p><u>POLICY STATEMENT</u></p> <p>It shall be the policy of Trigg County Primary School to involve parents of all of our Title I students in the planning, implementation and evaluation of our Title I program.</p> <p>This shall be completed by sending out invitations to parents to participate in our Title I program. Parents responding will be given opportunities to serve on the Title I Advisory committee in our school or representing our school on the District Title I Advisory Committee.</p> <p>All Title I parents will be extended invitations to visit our school and have an opportunity to observe our Title I Program in operation.</p> <p>Trigg County Primary School will work toward effective parent involvement and support partnerships among schools, parents and community. Efforts will be made to assist parents in understanding national, state and local goals and performance standards.</p> <p>Parents will be invited to form a compact with the school so that together we can better serve their child. Parents will have the opportunity for training so the partnership will succeed. Materials for training will be provided.</p>
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There will be coordination and collaboration with other programs that involve and include our Title I students, including Headstart, Pre-school, Homeless, TAG, Extended School Services, ESL and our regular program.

Parents needing transportation to these trainings and conference may call the school if transportation is needed or if the parent has limited English proficiency or disabilities.

DATE ADOPTED: 3/8/22

SIGNATURE:

  
Cindy Kirsch  
Council Chairperson

# TRIGG COUNTY PRIMARY SCHOOL SCHOOL COUNCIL POLICY

DISTRICT: TRIGG COUNTY

SCHOOL: TRIGG COUNTY PRIMARY SCHOOL

<u>COUNCIL POLICY TYPE (CHECK One)</u>	<u>POLICY NUMBER</u>
By-Laws (Council Operational Policies)	9
X Function (School Operation Policies)	

## POLICY TOPIC DESCRIPTION

Procedures for Determining Alignment with State Standards,  
Technology Utilization and Program Appraisal

## POLICY STATEMENT

### **Purpose:**

Ensures that all students have equitable opportunity to highly effective teaching practices at all levels and with all classes.

### **Procedures:**

Alignment with State Standards - This will be evaluated annually in accordance with the Curriculum Policy guidelines

Technology Utilization - Technology shall be utilized in the classroom by students, as a means to enhance the curriculum, and as a learning tool. All school technology must be available for student use first. Teachers will plan lessons that encourage the use of technology by students. All staff and students will adhere to the Kentucky School District's Acceptable Use Policy.

Program Appraisal - The school shall organize all instructional and other activities to be aligned with standards established in state laws and regulations, and in a manner that is consistent with local school board policy. The school shall appraise all programs in a manner that is consistent with local school board policy. Programs shall be appraised upon request of the school council by assigning the program appraisal to the

appropriate committee for completion and recommendation to the council.

DATE ADOPTED: 3/8/22

SIGNATURE:

  
Council Chairperson



# TRIGG COUNTY PRIMARY SCHOOL SCHOOL COUNCIL POLICY

DISTRICT: TRIGG COUNTY

SCHOOL: TRIGG COUNTY PRIMARY SCHOOL

<u>COUNCIL POLICY TYPE (CHECK One)</u>	<u>POLICY NUMBER</u>
By-Laws (Council Operational Policies)	10
X Function (School Operation Policies)	

<u>POLICY TOPIC DESCRIPTION</u>
<u>SCHOOL SPACE POLICY</u>

<u>POLICY STATEMENT</u>
<p>A committee made of the principal, teachers (from each grade/team/program/support group) and parents shall assign school space upon criteria that considers class size, program space need, accessibility for the disabled, supervision of students, safety and overall effective school management. This committee will report their findings to the SBDM Council for approval before the end of each school year. The principal shall implement the plan subsequent to the presentation to the council. Principal is responsible for determining final decisions for school space after council recommendations.</p>

DATE ADOPTED: 3/8/22

SIGNATURE:

  
Council Chairperson

# TRIGG COUNTY PRIMARY SCHOOL SCHOOL COUNCIL POLICY

DISTRICT: TRIGG COUNTY

SCHOOL: TRIGG COUNTY PRIMARY SCHOOL

<u>COUNCIL POLICY TYPE (CHECK One)</u>	<u>POLICY NUMBER</u>
By-Laws (Council Operational Policies)	11
X Function (School Operation Policies)	

<u>POLICY TOPIC DESCRIPTION</u>
<u>Assignment of Instructional and Non-Instructional Staff Time</u>

<u>POLICY STATEMENT</u>
<p>Teacher assignments will be based on class size/grade size and strengths of the individual teacher. Teachers will be notified of their employment by May. All teachers will know their placement by July 15<sup>th</sup>. The final decision of placement is made by the principal.</p> <p>Principal is responsible for determining schedules for all classified staff members. All classified staff will know their placement and schedules by August 1<sup>st</sup>.</p> <p>Changes to any placements and schedules may occur as a result of staff vacancies after the agreed upon deadline.</p>

DATE ADOPTED: 3/08/22

SIGNATURE:

  
Council Chairperson

# TRIGG COUNTY PRIMARY SCHOOL SCHOOL COUNCIL POLICY

DISTRICT: TRIGG COUNTY

SCHOOL: TRIGG COUNTY PRIMARY SCHOOL

<u>COUNCIL POLICY TYPE (CHECK One)</u>	<u>POLICY NUMBER</u>
By-Laws (Council Operational Policies)	12
X Function (School Operation Policies)	

<p><u>POLICY TOPIC DESCRIPTION</u> <u>STUDENT ASSIGNMENT POLICY</u></p>
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<p><u>POLICY STATEMENT</u></p> <p>The principal and teachers on each team will determine the assignments of students to classes on their team, keeping in mind the appropriate teacher/pupil ratio, boy/girl ratio, ethnic ratio, special education, Title I programs, speech, gifted education, socio-economical and the legal guidelines for programs. It shall be the policy of Trigg County Primary School that students shall be placed based upon all assessment results in flexible, reading clusters for reading. Request will not be taken for a teacher; however, parents of kindergarten students may request that students be placed together. This must be a mutual agreement by all guardians involved.</p> <p>There will not be any homeroom changes made until the student has been in class for ten days. At that time, the parents shall contact the principal in person. The student may be moved for academic reasons only if there are available openings.</p> <p>Individual scheduling should be completed by August 1 of each year. During Open House parents and students will meet their teachers.</p>
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DATE ADOPTED: 3/08/22

SIGNATURE:

  
Council Chairperson

# TRIGG COUNTY PRIMARY SCHOOL SCHOOL COUNCIL POLICY

DISTRICT: TRIGG COUNTY

SCHOOL: TRIGG COUNTY PRIMARY SCHOOL

<u>COUNCIL POLICY TYPE (CHECK One)</u>	<u>POLICY NUMBER</u>
By-Laws (Council Operational Policies)	13
X Function (School Operation Policies)	

<u>POLICY TOPIC DESCRIPTION</u>
<u>WELLNESS POLICY</u>

<u>POLICY STATEMENT</u>
<p>All students shall participate in moderate to vigorous physical activity each day, as follows:</p> <ul style="list-style-type: none"><li>• Each student shall participate in physical education class once every 7 days.</li><li>• Each student may have at least 20 minutes a day of supervised organized physical activity, preferably outdoors, during which the school staff shall encourage moderate to vigorous physical activity. The school shall provide space and equipment to make that activity possible and appealing to students.</li><li>• Teachers shall make all reasonable efforts to avoid periods of more than sixty minutes when students are physically inactive. Physical activity should be integrated into learning activities by engaging in TAKE 10 activities (a program in which students are active for at least 10 minutes 2-3 times per day). Teacher's lesson plans should include these activities. When TAKE 10 activities are not possible, students should be given periodic breaks at least once every 60 minutes during which they are encouraged to stand and be moderately active.</li><li>• Appropriate accommodations shall be made for students with special needs, as required by law and sound professional judgment.</li><li>• To assess students' level of activity, each student's height and weight measurements will be taken at least</li></ul>

once a year. These measurements will be used to determine each child's Body Mass Index (BMI). BMI data can then be tracked from year to year.

Our school shall encourage healthy choices among students using the following methods:

- Our school shall implement the nutritional standards required by federal and state laws and regulations. Those rules apply to our food program and to other food and beverages available during the school day.
- Our Practical Living curriculum shall address the full Core Content, including health, consumerism, and physical education.
- The rest of our curriculum shall reflect an integrated concern for wellness, including connections to Science, Social Studies and other subjects.

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

The principal shall share this policy with the Kentucky Department of Education when KDE asks for this information.

DATE ADOPTED: 5/10/22

SIGNATURE: \_\_\_\_\_  
Council Chairperson

# TRIGG COUNTY PRIMARY SCHOOL SCHOOL COUNCIL POLICY

DISTRICT: TRIGG COUNTY

SCHOOL: TRIGG COUNTY PRIMARY SCHOOL

<u>COUNCIL POLICY TYPE (CHECK One)</u>	<u>POLICY NUMBER</u>
By-Laws (Council Operational Policies)	14
X Function (School Operation Policies)	

<u>POLICY TOPIC DESCRIPTION</u>
<u>Writing Policy</u>

<u>WRITING POLICY STATEMENT</u>
<p>Ensures that all students in all classes will use writing as a way to learn and that writing is a part of literacy, a necessary communication skill for a student. Writing should be authentically taught and practiced in all curricular areas.</p> <p>An effective writing program has:</p> <ul style="list-style-type: none"><li>• Multiple opportunities for students to develop complex communication skills for a variety of purposes.<ol style="list-style-type: none"><li>1. Ensure curriculum is vertically and horizontally aligned to Kentucky Academic Standards.</li><li>2. Intentionally scheduling time within the instructional day for writing instruction and experiences.</li></ol></li><li>• Access to and use a variety of technology tools to be used in the writing process that allow students to:<ol style="list-style-type: none"><li>1. Communicate and/or evaluate using critical thinking skills at an age appropriate level.</li><li>2. Seek a new or deeper understanding based on inquiry</li></ol></li></ul>

around a topic at an age appropriate level.

3. Demonstrate new understanding through collaborating, creating, and making global connections at an age appropriate level.

- Access to and use of a variety of language resources embedded within writing instruction that allows students to read and analyze a variety of print and non-print materials including:
  1. Appropriate resources for writing driven by various instructional purposes with different audiences for the student to consider.
  2. Instructional strategies and models that assist in achieving specific learning objectives.
- Procedures for developing and monitoring portfolios
- Feedback to students regarding writing and communication skills

A writing portfolio shall be maintained for each student and follow each student from grade to grade and to any school. The portfolio shall address grading procedures and feedback to students regarding their writing and communication skills. The collections should reflect student interests and growth over time through student work samples.

The monitoring of the writing program will include classroom observation data, student access to real-world communication, discussions from professional learning communities.

A copy of the writing plan has been attached. All staff will follow the writing plan.

Date Adopted: 5/10/22

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



Council Chairperson

**Kentucky Department of Education  
Writing Policy Rubric  
2019-2020**



<b>School Name</b>	<b>Trigg Primary School</b>	
<b>School Contact</b>	<b>Lindsey Kinslow, Principal</b>	
Is your curriculum horizontally and vertically aligned to Kentucky Academic Standards? <u>  YES  </u>		
Instructions: Please include the criteria from your school's writing policy that will meet each of the required components.		
<b>Met Not Met</b>	<b>Required Components</b>	<b>Criteria for Evaluation of Required Components</b>
	Multiple opportunities are provided for students to develop complex communication skills for a variety of purposes.	Multiple opportunities are provided for students to develop complex communication skills for a variety of purposes by:  1. All criteria are established in the Trigg County Primary School writing plan by grade level
	A variety of language resources are embedded within writing instruction.	Within writing instruction, allow students to read and analyze a variety of print and non-print tasks by embedding a variety of language resources. This instruction should enable students to:  1. All criteria are established in the Trigg County Primary School writing plan by grade level
	A variety of technological tools are used in the writing process.	A variety of technological tools are used in the writing process that allow students to:  1. All criteria are established in the Trigg County Primary School writing plan by grade level
<p>The next submission of writing policies will take place in 2023 after the next standards revision. If you have questions, please contact Pam Wininger by sending an email to <a href="mailto:pamela.wininger@education.ky.gov">pamela.wininger@education.ky.gov</a>.</p>		



# Trigg County Primary School Writing Plan

## Introduction

This Writing Plan has been developed to support the Writing/Literacy Program for Trigg County Primary School. The Plan seeks to organize instruction and assessment to give K - 2 students multiple opportunities to develop skills to communicate effectively for a variety of situations, purposes, and audiences they will face in their lives. Instruction in writing/communication begins in the primary grades and continues throughout the grade levels. Instructional topics are indicated in the plan, but instructional practices, based on professionally accepted practices, will be determined by teachers and administrators. Following state guidelines, "writing" is defined broadly, to include written and oral texts and texts developed with visuals, media, and technology. Reflecting needs to develop 21<sup>st</sup> C. communication skills, students will communicate in writing and speaking texts, multi-media texts, and texts produced through use of technology. Some texts will be written over time through writing processes, and some will be written in short periods of time for discipline-specific tasks. Some texts will be based on students' experiences and imagination; some will be based on students' reading and learning. The plan addresses expectations in state regulations (Senate Bill 1, 2009) and Core Academic Standards. It will help prepare students for state assessments (including constructed responses and writing like that called for in the On-demand Writing Test), and it will help teachers and administrators develop a program reflecting demonstrators and characteristics in the Rubric for Writing Program Reviews. Each year, drawing on the school's program review, local needs, decisions, and goals, school leaders will revise the plan to strengthen the writing/communication/literacy program. Though this plan focuses on the school's writing program, writing will be linked appropriately with other literacy strands: reading, speaking/listening, and language and conventions. Supported by policies approved by the school's Council, the writing plan for Trigg County Primary School seeks to help students acquire and apply the knowledge and skills they need to communicate effectively and become literate citizens.

[Note: It is understood that students in kindergarten and grade 1 will communicate in developmentally-appropriate ways, including speaking, using visuals, and writing interactively and independently. Teachers will model writing, write interactively with students, transcribe, and provide support for students to write independently.]

# Trigg County Primary School Writing Plan

## Kindergarten

### 1. Opinion Pieces

#### Content

- Name topic/name of book (indicating purpose for writing).
- State opinion or preference.
- Use combination of drawing, dictating and writing.
- Begin to use language and grade-appropriate writing conventions to communicate.

#### Processes

- Participate in shared research and writing projects (for example, explore books by one author and express opinion about them).
- Utilize graphic organizers in whole-group setting to organize opinions.
- Use "peer editing" with adult guidance and support (Use questions and suggestions from other students).
- Apply grade-appropriate criteria in writing opinions and in talking about writing.
- Make choices through multiple-choice items about writing, language, and writing mechanics.
- Revise by adding details to strengthen writing.
- Begin to edit for correctness (e.g., spelling, end marks, some capitalization, etc.).
- Use digital tools to produce and publish writing (in collaboration with peers and with guidance and support from adults).
- Recall information from experiences or gather information from provided sources to answer a question with adult guidance and support.
- Respond orally and through writing to give opinions based on reading, listening, and learning (e.g., math, practical living, science, etc.).
- Share thoughts about opinion pieces and discuss/reflect on writing with classmates and the teacher.
- Employ grade-appropriate skills in speaking and listening to communicate opinions, raise and answer questions, and clarify ideas.

## 2. Informative/Explanative Pieces

### Content

- Introduce/name topic (indicating purpose for writing).
- Supply information about topic.
- Use combination of drawing, dictating and writing.
- Begin to use language and grade-appropriate writing conventions to communicate.

### Processes

- Participate in shared research and writing projects.
- Utilize graphic organizers in whole-group setting to organize information.
- Use "peer editing" with adult guidance and support. (Use questions and suggestions from other students.)
- Apply grade-appropriate criteria in writing informative texts and in talking about writing, experiences, and subjects studied.
- Make choices through multiple-choice items about writing, language, and writing mechanics.
- Revise by adding details to strengthen writing.
- Begin to edit for correctness (e.g., spelling, end marks, some capitalization, etc.).
- Use digital tools to produce and publish writing (in collaboration with peers and with guidance and support from adults).
- Recall information from experiences or gather information from provided sources to answer a question with adult guidance and support.
- Respond orally and through writing to answer questions based on reading, listening, and learning (e.g., math, practical living, science, etc.).
- Share thoughts about informative texts and discuss/reflect on writing, topics, and information with classmates and the teacher.
- Employ grade-appropriate skills in speaking and listening to communicate with others about topics, raise and answer questions, and clarify ideas and information.

### 3. Narrative Pieces about Real and Imagined Experiences and Events

#### Content

- Recount a single event or several loosely linked events.
- Sequence events in an orderly way.
- Provide reaction, thoughts, and reflections.
- Use combination of drawing, dictating and writing.
- Begin to use language and grade-appropriate writing conventions to communicate.

#### Processes

- Participate in shared research and writing projects (for example, explore books by one author and express opinion about them).
- Utilize graphic organizer in whole-group setting to organize structure and events.
- Use "peer editing" with adult guidance and support. (Use questions and suggestions from other students.)
- Apply grade-appropriate criteria in writing narratives and in talking about writing, experiences, and events.
- Make choices through multiple-choice items about writing, language, and writing mechanics.
- Revise by adding details to strengthen writing.
- Begin to edit for correctness (e.g., spelling, end marks, some capitalization, etc.).
- Use digital tools to produce and publish writing (in collaboration with peers and with guidance and support from adults).
- Recall information from experiences or gather information from provided sources to answer a question with adult guidance and support.
- Respond orally and through writing to tell what happened based on reading, listening, and learning (e.g., in math, science, social studies, etc.).
- Share thoughts about narrative texts and discuss/reflect on texts, events, and experiences with classmates and the teacher.
- Employ grade-appropriate skills in speaking and listening to recount narratives, raise and answer questions about experiences and events, and clarify ideas and information.

# Trigg County Primary School Writing Plan

## First Grade

### 1. Opinion Pieces

#### Content

- Introduce topic/name of book (indicating purpose for writing).
- State opinion.
- Supply reasons and details to support opinion.
- Begin to use paragraphing.
- Write in a logical sequence.
- Write in complete, grammatical sentences.
- Provide some sense of closure.
- Show grade-level control of language and mechanics.

#### Processes

- Participate in shared research and writing projects
- Utilize graphic organizers with adult guidance and support to organize opinions
- Focus on a topic.
- Developing and supporting opinions with reasons and details.
- Use "peer editing" with adult guidance and support (Use questions and suggestions from other students)
- Apply grade-appropriate criteria in writing opinions and in talking about writing.
- Make choices through multiple-choice items about writing, language, and writing mechanics.
- Revise by adding details, reasons, explanations, deleting what is not needed, and making other changes to strengthen writing.
- Edit for grade-appropriate correctness (e.g., grammar, usage, spelling, end marks, some capitalization, etc.).
- Use digital tools to produce and publish writing (in collaboration with peers and with guidance and support from adults)
- Recall information from experiences or gather information from provided sources to answer a question with adult guidance and support
- Respond orally and through writing to give opinions based on reading, listening, and learning (e.g., math, practical living, science, etc.).
- Share thoughts about opinion pieces and discuss/reflect on writing with classmates and the teacher.

- Employ grade-appropriate skills in speaking and listening to present opinions; raise and answer questions about issues, topics, and questions; and clarify ideas, views, and information.

## 2. Informative/Explanative Pieces

### Content

- Introduce/name topic (indicating purpose for writing).
- Supply some facts and explanations/ideas about topic.
- Group and sequence information and ideas in a logical sequence.
- Begin to use paragraphing.
- Write in complete, grammatical sentences.
- Provide some sense of closure
- Show grade-level control of language and mechanics.

### Processes

- Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions). Utilize graphic organizers with adult guidance and support to organize opinions. [Delete]
- Utilize graphic organizers with adult guidance and support to organize information.
- Use "peer editing" with adult guidance and support. (Use questions and suggestions from other students).
- Apply grade-appropriate criteria in writing informative texts and in talking about writing.
- Make choices through multiple-choice items about writing, language, and writing mechanics.
- Revise by adding details, information, and explanations, deleting what is not needed, and making other changes to strengthen writing.
- Edit for grade-level control of correctness (e.g., grammar, usage, spelling, end marks, some capitalization, etc.).
- Focus on a topic.
- Use digital tools to produce and publish writing (in collaboration with peers and with guidance and support from adults).
- Recall information from experiences or gather information from provided sources to answer a question with adult guidance and support.
- Respond orally and through writing to give information and explanations based on reading, listening, and learning (e.g., math, practical living, science, etc.).
- Share thoughts about informative texts and discuss/reflect on writing with classmates and the teacher.

- Employ grade-appropriate skills in speaking and listening to inform and explain, raise and answer questions about topics and information, and clarify ideas and information.

### **3. Narrative Pieces about Real and Imagined Experiences and Events**

#### *Content*

- Provide an appropriate lead into the narrative.
- Recount two or more appropriately sequenced events.
- Include some details regarding what happened.
- Provide some explanations, e.g., reasons for actions.
- Begin to use selected grade-appropriate narrative techniques, e.g., dialogue, problem-solution, description.
- Begin to use paragraphing.
- Use temporal words to signal event order.
- Write complete and grammatical sentences.
- Provide some sense of closure.
- Show grade-level control of language and mechanics.

#### *Processes*

- Use "peer editing" with adult guidance and support (Use questions and suggestions from other students)
- Apply grade-appropriate criteria in writing narrative texts and in talking about writing.
- Make choices through multiple-choice items about writing, language, and writing mechanics.
- Utilize graphic organizers with adult guidance and support to organize structure and events
- Revise by adding details and explanations, deleting what is not needed, and making other changes to strengthen writing.
- Edit for grade-level control of correctness (e.g., grammar, usage, spelling, end marks, some capitalization, etc.).
- Focus on a topic
- Use digital tools to produce and publish writing (in collaboration with peers and with guidance and support from adults)
- Recall information from experiences or gather information from provided sources to answer a question with adult guidance and support.
- Respond orally and through writing to narrate events and procedures based on reading, listening, and learning (e.g., math, practical living, science, etc.).

- Share thoughts about narrative texts and discuss/reflect on writing with classmates and the teacher.
- Employ grade-appropriate skills in speaking and listening to recount narratives, raise and answer questions about experiences and events, and clarify ideas and information.

#### 4. On Demand Writing

##### Content

- Participate in whole group writing ["letters" deleted], applying, imagination, experience, content knowledge, and real-world connections to accomplish a task indicated in a prompt.
- Show understanding of and ability to communicate in Writing Standards' purposes: opinion, informational, and narrative texts.

##### Processes

- Use SPAM (situation, purpose, audience, mode) to organize ["a letter" deleted] a writing for a prompt.
- Focus on the purpose indicated in the prompt.
- Develop the writing in an introduction, body, and conclusion to accomplish the indicated purpose.
- Provide opinions, reasons, information, explanations, events, experiences, specific details, thoughts to support the purpose.
- Arrange the writing in an orderly sequence.
- Begin to use paragraphing to group ideas and information logically.
- Create complete and grammatical sentences, with some variety.
- Use linking words.
- Provide some sense of closure.
- Show grade-level control of language and mechanics.



# Trigg County Primary School Writing Plan

## Second Grade

### 1. Opinion Pieces

#### Content

- Introduce topic/name of book/situation (indicating purpose for writing).
- State opinion.
- Supply reasons that support the opinion.
- Give details and explanations to support the opinion.
- Organize for a logical flow of thought.
- Use linking words (e.g., because, and, also, etc.) to show connections and to provide smooth flow of thought.
- Write complete and grammatical sentences with some variety in structure.
- Provide concluding statement or section.
- Show grade-level control of language and writing mechanics.

#### Processes

- Participate in shared research and writing projects.
- Utilize graphic organizers to organize opinions.
- Use "peer editing" with adult guidance and support.
- Apply grade-appropriate criteria in writing opinions and in talking about writing.
- Make choices through multiple-choice items about writing, language, and writing mechanics.
- Focus on a topic.
- Developing and supporting opinions with reasons and details.
- Revise by adding details and explanations, deleting what is not needed, and making other changes to strengthen writing.
- Edit for grade-appropriate control of correctness (e.g., grammar, usage, spelling, selected punctuation, selected capitalization, etc.).
- Use digital tools to produce and publish writing (in collaboration with peers and with guidance and support from adults).
- Recall information from experiences or gather information from provided sources to answer a question.
- Respond orally and through writing to give opinions based on reading, listening, and learning (e.g., math, practical living, science, etc.).
- Share thoughts about opinion pieces and discuss/reflect on writing with classmates and the teacher.

- Employ grade-appropriate skills in speaking and listening to present opinions, raise and answer questions about ideas and views, and clarify opinions and information.

## 2. Informative/Explanative Pieces

### Content

- Introduce topic and purpose for writing.
- Use facts and definitions to develop ideas/points about topic.
- Provide explanations/ideas relevant to purpose.
- Use linking words (e.g., first, second, because, and, also, etc.) to show connections and to provide smooth flow of thought.
- Arrange ideas and information in an orderly sequence.
- Begin to use paragraphing to group information and ideas logically.
- Provide concluding statement or section.
- Show grade-level control of language and writing mechanics.

### Processes

- Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- Utilize graphic organizers to organize information.
- Use "peer editing" with adult guidance and support.
- Apply grade-appropriate criteria in writing to inform and in talking about writing.
- Make choices through multiple-choice items about writing, language, and writing mechanics.
- Focus on a topic.
- Strengthen writing as needed by revising and editing.
- Revise by adding details and explanations, taking out what is not needed, and making other changes to strengthen writing.
- Edit for grade-appropriate control of correctness (e.g., grammar, usage, spelling, selected punctuation, selected capitalization, etc.).
- Use digital tools to produce and publish writing (in collaboration with peers and with guidance and support from adults)
- Recall information from experiences or gather information from provided sources to answer a question.
- Respond orally and through writing to provide information and ideas based on reading, listening, and learning (e.g., math, practical living, science, etc.).
- Share thoughts about informational pieces and discuss/reflect on writing with classmates and the teacher.

- Employ grade-appropriate skills in speaking and listening to inform and explain, raise and answer questions about topics and information, and clarify ideas and information.

### **3. Narrative Pieces about Real and Imagined Experiences and Events**

#### **Content**

- Provide an appropriate lead into the narrative.
- Recount a well-elaborated event or short sequence of events.
- Begin to use selected grade-appropriate narrative techniques, e.g., dialogue, problem-solution, description of actions, thoughts, and feelings.
- Use temporal words to signal event order.
- Begin to use paragraphing to group events in a logical order.
- Write complete and grammatical sentences with some variety in sentence structure.
- Provide a sense of closure.
- Show grade-level control of language and writing mechanics.

#### **Processes**

- Participate in shared research and writing projects
- Utilize graphic organizers to organize structure and events
- Use "peer editing" with adult guidance and support.
- Apply grade-appropriate criteria in writing to recount narratives and in talking about writing.
- Make choices through multiple-choice items about writing, language, and writing mechanics.
- Focus on a topic
- Strengthen writing as needed by revising and editing
- Revise by adding details and explanations, taking out what is not needed, and making other changes to strengthen writing
- Edit for grade-level control of correctness (e.g., grammar, usage, spelling, end marks, some capitalization, etc.).
- Use digital tools to produce and publish writing (in collaboration with peers and with guidance and support from adults)
- Recall information from experiences or gather information from provided sources to answer a question
- Respond orally and through writing to narratives based on reading, listening, and learning (e.g., math, practical living, science, etc.).
- Share thoughts about informational pieces and discuss/reflect on writing with classmates and the teacher.

- Employ grade-appropriate skills in speaking and listening to recount narratives, raise and answer questions about experiences and events, and clarify ideas and information.

#### **4. On Demand Writing**

##### *Content*

- Participate in whole group writing ["of letters" deleted], applying, imagination, experience, content knowledge, and real-world connections to accomplish a task indicated in a prompt.
- Show understanding of and ability to write in Writing Standards' text purposes: opinion, informational, and narrative texts.

##### *Processes*

- Use SPAM (situation, purpose, audience, mode) to organize writing for a provided prompt.
- Focus on the purpose indicated in the prompt.
- Develop the writing in an introduction, body, and conclusion to accomplish the indicated purpose.
- Provide opinions, reasons, information, explanations, events, experiences, specific details, thoughts to support the purpose.
- Arrange the writing in an orderly sequence.
- Begin to use paragraphing to group ideas, information, and events logically.
- Use linking words.
- Provide some sense of closure.
- Create complete, grammatical, and varied sentences.
- Show grade-level control of language and mechanics.

## **Trigg County Primary School Writing Plan**

**The following is based on state regulations (Senate Bill 1, 2009) and on expectations and language of Writing Standards for K-5, Kentucky Core Academic Standards**

### **Writing Portfolio Expectations**

- Writing portfolios must include, but are not limited to, the required writing outlined in Kentucky Core Academic Standards:
  - Opinion Text
  - Informational Text
  - Narrative Texts about a Real or Imagined Experience or Event
- At least one example of each type of writing must be complete and show evidence of each stage of the writing process.
- At least one example of a constructed response to a prompt/question on reading or learning and a sample of writing based on reading.
- Evidence of teacher feedback regarding writing and communication skills, classroom observation data and professional learning community discussions regarding student writing must be included.
- At least one sample of a student reflection on writing must be included.
- Samples in writing portfolios must be dated and reflect growth over time.

# TRIGG COUNTY PRIMARY SCHOOL SCHOOL COUNCIL POLICY FORMAT

DISTRICT: TRIGG COUNTY

SCHOOL: TRIGG COUNTY PRIMARY SCHOOL

<u>COUNCIL POLICY TYPE (CHECK One)</u>	<u>POLICY NUMBER</u>
By-Laws (Council Operational Policies)	15
X Function (School Operation Policies)	

<u>POLICY TOPIC DESCRIPTION</u>
<u>Emergency Plan Policy</u>

<u>POLICY STATEMENT</u>
<p>The principal, in consultation with parents, teachers, and other school staff, and local first responders, will collaboratively develop the school's emergency management plan as a way to develop and document efforts to prevent, mitigate, prepare for, respond to and recover from emergencies. The emergency management plan will include procedures for fire, severe weather, earthquake, and building lockdown as specified in Kentucky statues and regulations. The plan, which must be adopted by the council and implemented, will include, but not be limited to:</p> <ul style="list-style-type: none"><li>• Establish primary and secondary evacuation routes which must be posted in each room by each doorway used for evacuation</li><li>• Identification of severe weather safe zones that have been reviewed by the fire marshal/fire chief, which must be posted in each room</li><li>• Practices for students to follow in an earthquake</li><li>• Development and adherence to access control measures for each school building, which may include (but not be limited to)<ul style="list-style-type: none"><li>o Controlling access to exterior doors during the day</li><li>o Controlling front door access electronically or with a greeter</li><li>o Controlling access to individual classrooms</li><li>o Requiring visitor check-in with identification and purpose provided, and</li><li>o Display for visitor's badge on outer clothing; and</li></ul></li><li>• Practices for students to follow in case of fire that are consistent with administrative regulations of the Department of Housing, Buildings and Construction</li></ul>

- Procedures for lockdown of the campus

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

Following adoption, the emergency plan and diagrams of the facilities will be provided to appropriate first responders. First responders, for the purpose of this policy, include local fire personnel, local county and/or state police personnel, and emergency medical personnel. Due to the need to maintain student and staff safety and security, the emergency plan and diagram of the facility will not be disclosed in response to any Open Records requests.

Prior to the first instructional day of school, the principal or designee, will present and review all emergency procedures with all staff. Documentation including the time and date of the review will be kept on file at the school with a copy sent to the district office to document completion. Documentation may include methods such as a sign-in sheet that includes the printed name of the staff member and the date and time of the review.

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, and 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.

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

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

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

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

- All exterior doors must remain locked at all times.
- All visitors must enter through the posted front entrance.
- The front entrance must remain secure with electronic access only.
- All visitors must use the "buzzer" and be recognized prior to gaining access to the reception area.

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

DATE ADOPTED: 5/10/22

SIGNATURE: 

Council Chairperson



# TRIGG COUNTY PRIMARY SCHOOL SCHOOL COUNCIL POLICY FORMAT

DISTRICT: TRIGG COUNTY

SCHOOL: TRIGG COUNTY PRIMARY SCHOOL

<u>COUNCIL POLICY TYPE (CHECK One)</u>	<u>POLICY NUMBER</u>
By-Laws (Council Operational Policies)	16
X Function (School Operation Policies)	

<u>POLICY TOPIC DESCRIPTION</u>
<u>Schedule of the School Day and Week</u>

<u>POLICY STATEMENT</u>
<p><b>Purpose:</b></p> <p>Ensures that all students are provided equitable access to all components of the school's curriculum within the master schedule.</p> <p><b>Procedures:</b></p> <p>Teachers shall begin the day on time and engage students throughout the day. All schoolwide broadcast announcements, except emergencies, shall be done during the home room period. All teachers shall be given one period daily for planning and professional learning. Once a week this common planning time will be used for professional learning (PLC meetings).</p>

DATE ADOPTED: 5/10/22

SIGNATURE:

  
Council Chairperson