



BOYLE COUNTY SCHOOLS

EXCELLENCE IN EVERYTHING

In accordance with House Bill 257 (2026) and KRS 158.6453(19), this district-wide writing program establishes the foundational requirements for writing instruction occurring across all grade levels and disciplines. To comply with state law while honoring local school context, this writing program sets the non-negotiable district expectations while explicitly granting schools and School-Based Decision Making (SBDM) councils the agency to design and implement their own school-level writing programs that align with this framework.

I. District-Wide Program Agreements:

To meet Kentucky Department of Education (KDE) and legislative requirements and to provide multiple opportunities to develop complex communication skills for a variety of purposes and use a variety of language resources, all schools within the district must ensure their writing programs incorporate the following elements:

- **Writing Program Aligned to Kentucky Academic Standards**
- **Writing Across the Curriculum:** Writing instruction must not be treated as an isolated practice. All schools must include discipline-specific writing across all content areas (including Science, Social Studies, Mathematics, Career & Technical Education, and the Arts), allowing students to analyze evidence, articulate reasoning, and construct knowledge in discipline-specific ways.
- **Three Modes of Writing:** Instruction must provide students opportunities to compose in three modes: Argument/Opinion (to evaluate evidence and arrive at a judgment or change a point of view), Informative/Explanatory (to examine and convey complex ideas), and Narrative (to convey real or imaginary experiences).
- **Three Types of Writing:** Students must regularly engage in:
 1. *Writing to Learn:* Informal, single-draft writing used to process new information, deepen understanding, and reflect on learning (e.g., stop and jot, SPO).
 2. *Writing to Demonstrate Learning:* Writing to show mastery of content, such as extended-response prompts, lab reports, Because, But So, or analyses.
 3. *Writing for Publication:* Writing taken through the complete writing process (planning, drafting, revising, editing, publishing) intended for authentic audiences and purposes.
- **Language and Technology Integration:** The program must incorporate a variety of language resources (multimodal texts, print, and non-print materials) and technological tools to allow students to think critically, collaborate, evaluate, and publish their work.

II. School-Level Writing Program (SBDM Council Implementation)

While the Superintendent retains the authority to select the overarching curriculum and instructional resources, schools and SBDM councils maintain the autonomy and responsibility to adopt a specific writing program for their school, that includes discipline-specific writing across the curriculum and incorporates a variety of language resources, technological tools, and multiple opportunities for students to develop complex communication skills for a variety of purposes.

III. District Monitoring & School Accountability Strategy

Because HB 257 (2026) removed the state on-demand writing assessment and editing/mechanics test from the KSA, assessing writing proficiency is now a locally driven process. The district will ensure school-level accountability through the following monitoring mechanisms: district and school walkthroughs, common assessment data, project-based and inquiry-based presentations of learning, and student work samples.