



School-Based Decision-Making (SBDM)

Policies

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**PRIDE ELEMENTARY SCHOOL
ADVANCED COURSEWORK POLICY**

Pride Elementary School's Advanced Coursework Policy ensures that all students are provided an opportunity to participate in a rigorous and academically challenging curriculum.

All students at Pride Elementary School have the right to participate in a rigorous and academically challenging curriculum.

When practicable, the SBDM Council shall offer advanced coursework for students in grades four through twelve in at least these four core subjects:

- Mathematics
- Reading
- Science
- English Language Arts

Advanced coursework is defined as educational programs or opportunities designed to challenge students with more rigorous content beyond the standard curriculum, including but not limited to Advanced Placement, International Baccalaureate, and honors courses.

Pride Elementary School must notify all students, parents, and guardians in fourth grade and above of the

- Long-term benefits of student participation in advanced coursework
- Advanced coursework opportunities available at the school

Date Adopted: October 16, 2025

Date(s) Reviewed/Revised:

KRS 160.348(2)

**PRIDE ELEMENTARY SCHOOL
ALIGNMENT WITH STATE STANDARDS POLICY**

Our annual school improvement planning process will be consistent with board policy and include:

- An analysis of our state testing data and other school data as necessary to discover the extent to which our students are meeting state standards and our programs are aligned with state standards. Analysis will include performance levels of each demographic group in the school.
- Systematic work to discover and correct the causes of and barriers to high performance by all students and the movement of students toward our goals.
- A revision of our school improvement plan based on our needs assessment data for that year. Our plan will set goals and address any indicated alignment issues to help move our students to state standards.

We will implement this process to address our alignment with state standards, and the resulting improvement plan will be monitored regularly.

We will evaluate this policy through our annual policy review process.

Date Adopted: 4/15/2019

Date(s) Reviewed/Revised: 2/2/2023, 10/21/2024

KRS 160.345(2)(i)10

PRIDE ELEMENTARY SCHOOL
ASSIGNMENT OF INSTRUCTIONAL AND NON-INSTRUCTIONAL STAFF TIME POLICY

The principal (or principal's designee), in consultation with the Principal's Advisory Council (PAC), shall prepare a school staff time assignment plan for the following school year and shall present the plan to the school council at the May meeting for consultation on the plan. If needed, a follow-up plan that reflects amendments to the original plan shall be prepared by the principal and submitted to the school council for approval at the June meeting. Discussion of the plan shall include school-wide priorities and concerns only and will not include discussion of individual staff persons.

The principal (or principal's designee) may alter the assignment plan as needed based on unanticipated enrollment or staff changes. Changes in council policy or in the school's Comprehensive School Improvement Plan (CSIP) may also require changes in the assignment plan.

All vacant positions, whether existing or new, shall be posted on the district website in a timely manner after the position becomes vacant so that existing teachers shall be informed of this circumstance. The reassignment of existing staff is at the discretion of the principal.

The principal has the responsibility of assigning teachers to courses/classes.

KRS 160.345(2)(i)2

Date Adopted: 11/19/2001

Date Reviewed/Revised: 3/12/2007, 9/12/2016, 12/13/2022, 4/15/2024, 12/16/2024

PRIDE ELEMENTARY SCHOOL BUDGET POLICY

This policy covers the following responsibilities:

1. Determining the number of certified and classified employees for the school
2. Using allocated funds to implement the school improvement plan and reach school goals
3. Ensuring shareholder input on decisions made outside the council
4. Safeguarding school resources overall

Determining the Number of Certified and Classified Employees for the School

All procedures involved in the determination of the number of employees on staff will only include discussion of positions, not individuals. The following procedures will be used to determine the number of positions for each job classification:

- A. The superintendent will notify the council by March 1st of its tentative allocation for the next school year, including staff funding.
- B. Beginning with the current staffing plan, the council or an assigned committee will draft a tentative plan for how many staff members the school will have in each subject, grade level, and each other type of position. The tentative plan will take into account an effective student/teacher ratio for meeting the needs of all students, identified gaps, and school improvement initiatives.
- C. After input from shareholders, revisions will be made if necessary and the tentative plan will be submitted to the council for official action.
- D. Once the council receives the final allocation from the superintendent on May 1, the council will make a final decision and notify the superintendent of its choices by the district deadline.

Using Allocated Funds to Implement the School Improvement Plan and Reach School Goals

- A. The principal and committee members will present a tentative plan for spending additional funds from Section 6 and Section 7* of the SBDM Allocation Regulation, [702 KAR 3:246](#) that will consider:
 - a. Implementation the school improvement plan
 - i. Assurance of quality in other programs/initiatives
 - ii. Distinctive needs of each teaching team
 - iii. Distinctive needs of each teacher not assigned to a team
 - iv. Other categories needed to meet school goals
 - b. The tentative plan will be presented to the council and made available for shareholders input.
 - c. The council will approve a final spending plan organized by categories of spending.
 - d. If the allocation must be adjusted after the second school month, the principal and committee will submit a revised spending plan to the council.

*Pride Elementary School will follow the district processes for Section 7 funding.

Ensuring Shareholder Input on Decisions Made Outside the Council

Before the school board allocates funds to meet the school's needs, the principal will consult with the school council for input on instructional materials and student support services.

Before spending decisions are made, the SBDM Council will consult on maintenance of the school library media center including the purchase of:

- Instructional Materials,

- Information Technology, and
- Equipment

Safeguarding School Resources Overall

The council is committed to the school's resources being used appropriately in the areas outlined above, as well as for Activity Funds, Title 9 Regulations, School Fees, and any other money handled by the school.

Monthly, the principal (or principal designee) will:

- A. Ensure that all spending records required by the state and district are maintained, including but not limited to all Redbook (The Accounting Procedures for Kentucky School Activity Funds) requirements.
- B. Share a report with the council that includes:
 - a. planned spending
 - b. spending so far
 - c. amount remaining in each category

KRS 160.345(2)(g)

Date Adopted: 11/20/2023, 2/24/2025

Date Reviewed/Revised:

PRIDE ELEMENTARY SCHOOL COMMITTEES POLICY

Purpose:

The Committee Policy of Pride Elementary School ensures equitable participation in the decision making process for teachers, parents, and the school community as a whole.

Procedures:

Pride Elementary School shall have four standing committees:

- **Principal's Advisory Council (PAC):** The PAC's jurisdiction includes assessing school needs, recommending priority needs, monitoring plan implementation, recommending an annual budget, monitoring budget implementation, recommending budget adjustments if needs or funding change during the year, analyzing the curriculum's alignment with state standards and other required standards, researching best instructional practices, recommending policy adjustments, monitoring implementation of curriculum and instruction policies, and additional roles as assigned by the council. The PAC shall have one member from each grade level (K-5), at least one Specials teacher, and shall include the school's counselor, instructional leader (curriculum specialist), Special Education building coach, and Family Resource and Youth Services Centers (FRYSC) director. The principal may add additional members as necessary.
- **Committee 1 — Falcon Spirit Committee**
Committee 2 — Falcon Pride Committee
Committee 3 — Falcon Family Committee
 - To ensure that school-wide events, celebrations, and outreach efforts are well-supported and distributed equitably among staff, Pride Elementary School has established three event-based committees: the Falcon Spirit Committee, the Falcon Pride Committee, and the Falcon Family Committee. Each committee is assigned a portion of our school's annual events and appreciation initiatives, with responsibilities adjusted as needed from year to year. Together, these committees help foster a positive school culture, strengthen family and community partnerships, and provide meaningful opportunities for students, staff, and families to connect beyond the classroom.

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

Each chairperson of each committee will report at least twice annually to the council. Some committees may meet and report more often as needed.

Sign-up sheets for committees will be shared during summer Professional Development for teachers to volunteer for committees they are interested in serving on. The principal may need to appoint members to certain committees to maintain balance in the membership of all committees.

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.

Ad Hoc Committees

The Council may also establish ad hoc committees by:

1. Writing a committee charge that includes a provision for the committee to dissolve when its work is done.
2. Deciding how many members the committee needs and what groups need to be represented.
3. Deciding whether to seek volunteer sign-ups, to appoint members immediately, or to designate someone to make the appointments.

Operating Rules for All Committees:

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

1. Establish a regular meeting schedule at its first meeting of each school year and make that schedule available to the public by posting it in a place convenient to the public.
2. Take minutes of the actions and decisions made by the committee at every meeting.
3. Make committee minutes for each meeting available to the council and to any interested party after final approval.

Date Adopted: 3/2015

Date Reviewed/Revised: 3/11/2019, 9/27/2022

KRS 160.345(2)(c)2

**PRIDE ELEMENTARY SCHOOL
CONSULTATION POLICY**

INTERVIEW COMMITTEE

For each vacancy that occurs at Pride Elementary School (*except principal), the principal will decide which of the two types of committees in the chart below is best suited for the particular vacancy situation. Regardless of the type of interview committee used, consultation with the council must take place.

COUNCIL as the Interview Committee	APPOINTED Interview Committee
● Council members plus at least one staff member who will work directly with the person to be hired (if not already on the council) will form the Interview Committee. ● The principal may add other staff to the Interview Committee who can contribute to the interviewing process. ● All interviews will take place in a regular or special called council meeting. ● Consultation will take place after the last interview for the vacant position.	● The principal will appoint an Interview Committee. The Interview Committee will include at least one staff member who will work directly with the person to be hired. ● All interviews will take place in a special called committee meeting. ● Consultation with the <u>council</u> will take place after the Interview Committee has finished the last interview for the vacant position. This consultation with the <u>council</u> must take place.

* See the Principal Selection Policy for procedures for this vacancy.

TIMELINE, APPLICATIONS/REFERENCES, and CRITERIA/INTERVIEW QUESTIONS

The principal will:

1. Chair the Interview Committee and ensure that the Open Meetings Law is followed during all procedures for filling vacancies.
2. Establish a timeline for filling each vacancy.
3. Review and screen all applications and references
4. Decide on applicants to interview and check references.
5. Arrange all interviews including calling special meetings, if needed.

The Interview Committee will:

1. Develop a set of criteria for a strong candidate. These criteria will not discriminate based on gender, ethnicity/race, marriage or family status, religion, political affiliation, disability, age, or other illegal grounds.
2. Use the criteria they have developed to write standard interview questions that fit those criteria. These questions will be asked of all candidates in an in-person interview.
3. Determine if information in the written application or résumé points to any specialized questions that should be asked of a particular applicant and develop those questions if they are necessary.

INTERVIEWS

The following procedures will be followed during scheduled closed session interviews:

1. All the standardized questions will be asked of each candidate in the same order.
2. Following the standardized questions, specialized questions (if any) and follow-up questions (if any) will be asked.
3. Following each interview, committee members will discuss how well each candidate meets the criteria and any other input requested by the principal, which may include a prioritized list.

CONSULTATION WITH THE COUNCIL

After interviews are complete, the principal will consult with the council members. These interview findings will be shared. The council will be allowed to provide any additional information and input. The principal will make a recommendation to hire with consideration given to committee and/or council input. NOTE: Each July, the council will establish their preferred method of communication for hiring consultation.

SELECTION OF THE PERSON TO BE HIRED

After considering the input from all the closed session meetings, the principal will make the final selection of the person he or she believes will contribute most to the success of the school's students and notify the superintendent and council of his or her choice. The decision made by the principal is binding on the superintendent, who will complete the hiring process.

POLICY EVALUATION

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

Date Adopted: 10/10/2001

Date Reviewed or Revised: 3/12/2007, 11/18/2013, 8/23/2022, 8/22/2023, 9/16/2024

KRS 160.345(2)(i)11

PRIDE ELEMENTARY SCHOOL CURRICULUM POLICY

Curriculum Areas

The curriculum is a roadmap for student mastery of the [Kentucky Academic Standards](#). The standards define what students are expected to know and be able to do at each level in each core subject area (reading/writing, math, science, and social studies) as well as health/physical education, visual/performing arts, computer science, career studies/financial literacy, world language, library media, and technology.

Curriculum Selection Process

The School-Based Decision-Making law gives the superintendent the authority to determine the following for each school:

- Curriculum (specific content, skills, & learning experiences students need to master the standards)
- Instructional materials (supplies, equipment, software, and texts)
- Student support services (counseling, FRYSC services, community support referrals, etc.)

Before making those selections, the superintendent will:

- Consult with the local board of education
- Offer a reasonable review and response period for stakeholders in accordance with local board policy
- Consult with the principal and the school council

When consulting with the superintendent, the council will:

- Ensure students, families, school staff, district leaders, and community members have opportunities to provide feedback on curriculum strengths and areas of need.
- Request instructional materials:
 - Matched to the unique strengths and needs of the school.
 - Backed by research and evidence of success in a similar school setting.

Implementation of the Curriculum

The School-Based Decision-Making Council will:

Use applicable areas of decision-making to ensure each student has:

- a learning environment where educators and staff are supported and empowered to be successful with students.
- an equitable opportunity to master the state standards:
 - grade-appropriate assignments aligned to the standards.
 - additional time and support to master the state standards.

All teachers will:

- Disseminate the curriculum expectations to families and to students in age-appropriate ways.
- Ensure students have an equitable opportunity to master the state standards with assignments congruent to the grade-level.
- Contribute to discussions of needed changes in the curriculum and instructional materials.

The principal (or designee) will:

- Ensure that the standards and curriculum for the school are available for student, family, and community review.
- Meet with all teachers to review this policy and the sections of the curriculum that apply to each teacher's assignment.

- Report to the council at least once per semester on progress towards curriculum implementation, including ensuring 100% of students are doing assignments congruent to the grade-level standards (meaning the student work is at the same level of difficulty as the standard).
- Coordinate resources and support that include, but not limited to, curriculum coaches, district instructional leaders, educators in other district schools, other educators with expertise, sources for evaluating the evidence of effectiveness, etc.

Human Sexuality Curriculum (K-5th Grades)

In keeping with Kentucky state law, KRS 158.1415, students in grades five and below will *not* receive instruction:

- on human sexuality or sexually transmitted diseases
- For the purpose of studying or exploring gender identity or expression or sexual orientation.

Date Adopted: 12/9/2002

Date Reviewed/Revised: 3/12/2007, 9/12/2016, 9/24/2020, 8/22/2023, 9/16/2024

KRS 160.345(2)(i)1

PRIDE ELEMENTARY SCHOOL
DISCIPLINE, CLASSROOM MANAGEMENT, AND SCHOOL SAFETY POLICY

The Discipline, Classroom Management, and School Safety Policy ensures that standards are established for acceptable student behavior and that Pride Elementary School is a safe, secure, and productive learning environment.

Discipline and Classroom Management Techniques

In addition to following the District Code of Acceptable Behavior and Discipline and our School Safety Plan, we have adopted the following program/guidelines/rules/strategies:

Responsibilities

Principals are responsible for:

1. Modeling and promoting a respectful and kind learning/work environment.
2. Disseminating and interpreting the behavioral and discipline standards and guidelines of the district and school.
3. Ensuring that all staff and students adhere to the District Code of Acceptable Behavior and Discipline.
4. Providing support and guidance to teachers in the implementation of the district and school behavioral and discipline standards and guidelines.
5. Working with parents and guardians when issues arise that involve behavior and/or discipline of a student.

Teachers are responsible for:

1. Modeling and promoting a respectful and kind learning/work environment.
2. Clearly establishing classroom standards of conduct that:
 - include clearly defined consequences when standards are not met,
 - are communicated to parents,
 - are posted in plain view of the students in the classroom, and
 - are reviewed with students during the first two weeks of school and taught and retaught throughout the year.
3. Ensuring that:
 - Teacher-student interactions demonstrate general caring and respect.
 - Interactions among students are generally polite and respectful.
 - Disrespectful behavior among students is responded to successfully in a polite and respectful but impersonal way.
 - Students are engaged during small-group work.
 - Classroom routines work efficiently and function smoothly including smooth transitions between small-group and whole group activities.
 - Students are held to the classroom standards and appropriate consequences are issued when the standards are not met.
4. Frequently monitoring student behavior, including effective responses to student misbehavior as well as acknowledgment of good behavior.
5. Making sure the classroom is safe, that all students can see and hear, and that the room is arranged to support learning/instructional goals and activities.

Counselors are responsible for:

1. Modeling and promoting a respectful and kind learning/work environment.
2. Providing support and guidance to help students and parents understand, correctly interpret, accept, and follow the behavioral standards and guidelines of the district, school, and classrooms.

3. Providing support and guidance to teachers in the implementation of classroom management techniques and strategies.

Students are responsible for:

1. Exhibiting respect for school staff, students, families, visitors, and themselves.
2. Interacting with peers in a polite and collaborative way.
3. Expending effort to complete work of high quality.
4. Accepting and following the behavioral standards of conduct expected by the district, school, and each classroom.
5. Asking for help when they do not understand the behavioral expectations or feel that they are unable to comply.

Parents and Guardians are asked to:

1. Contribute to a respectful and kind learning/work environment.
2. Become familiar with documents related to district and school standards of behavior and discipline, and ask the school questions when they do not understand language or details in these documents.
3. Work with the school when issues arise involving their child's behavior or consequences given to their child by the school or teacher.

Bullying

Student Behavior

In order to prevent the disruption of the educational process and the ability of all students to take advantage of the educational opportunities offered at [name of school] the following student behaviors as defined by law will not be tolerated: hazing, bullying, taunting, menacing, intimidating, threatening behavior, verbal or physical abuse of others, and/or using lewd/profane/vulgar language.

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

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

Violations and Reporting

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

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

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

Retaliation

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

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

District Code of Acceptable Behavior and Discipline

Pride Elementary School will follow the Hopkins County Schools Code of Acceptable Behavior and Discipline (available on the district website). At the beginning of each school year, all parents, students, school employees, legal guardians, or other person exercising custodial control or supervision of students will be given access to Pride Elementary School's Parent & Student Handbook and the Hopkins County Schools Code of Acceptable Behavior and Discipline via the school/district website(s). All parents will be asked to acknowledge receipt of the school handbook and District Code of Acceptable Behavior and Discipline via paper form or electronic means.

School Safety Plan

Our school will maintain a School Safety Plan (Emergency/Safety Plan Policy) that is reviewed annually by the School-Based Decision-Making (SBDM) Council.

Dress Code

All students at Pride Elementary School will follow a dress code established by the district (see District Code of Acceptable Behavior and Discipline, available on district website). Attire that is deemed potentially disruptive to the educational process will not be permitted.

Electronic Devices

Students should not bring electronic devices to school. If cell phones are brought to school, they must remain turned off and in the student's backpack/locker during the school day. The school will not be held responsible for any electronic devices that are damaged, lost, or stolen. Specific rules, guidelines, and consequences are outlined in the District Code of Acceptable Behavior and Discipline (available on the district website).

Date Adopted: 10/22/2018

Date Reviewed/Revised: 10/22/2020, 9/19/2023, 10/21/2024

KRS 160.345(2)(i)7

PRIDE ELEMENTARY SCHOOL EMERGENCY/SAFETY PLAN POLICY

The school council shall adopt an Emergency Management Plan (EMP), also known as the Emergency Operations Plan (EOP) that will include procedures for medical emergency, fire, severe weather, earthquake, and building and campus lockdown as required by law. The EMP shall set forth steps to prevent, mitigate, prepare for, respond to, and recover from emergencies. First responders, for the purpose of this policy, include local fire, police personnel, and emergency medical personnel. The district coordinator for the EMPs will arrange the work with the first responders.

NOTE: The EMP/EOP is a separate document and NOT to be published with this policy in order to maintain the security of the information within the plan.

Contents of Plan

The EMP/EOP shall include procedures required by this policy and address the following:

- Establishment of primary and secondary evacuation routes that shall be posted in each room by each doorway used for evacuation
- Identification of severe weather safe zones, which shall be posted in each room
- Procedures for students to follow in an earthquake, fire, and severe weather
- Procedures for lockdown of the building and campus; local law enforcement shall be invited to assist in establishing lockdown procedures.
- Development and adherence to access control measures for each school building, such as:
 - controlling outside access to exterior doors during the school day
 - controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system
 - controlling access to individual classrooms
 - requiring classrooms to be equipped with hardware that allows the door to be locked from the outside but opened from the inside
 - requiring classroom doors to remain closed and locked during instructional time
 - requiring classroom doors with windows be equipped with material to cover the window during a lockdown
 - requiring all visitors to report to the front office with valid identification and state the purpose of the visit
 - providing a visitor's badge to be visibly displayed on a visitor's outer garment
- Procedures for the response to a cardiac emergency.
- Diagram that clearly identifies the location of each automated external defibrillator.

Distribution of the Plan

Following adoption and after any revisions, the EMP/EOP and diagrams of the facilities shall be provided to local first responders and all school staff. Annually, the principal is responsible for working with the district office to ensure a current diagram of the school that notes the primary and secondary evacuation routes, the severe weather safe zones, the exterior and front entrance access points, and the location of each automated external defibrillator. Documentation of this distribution to first responders will be reported to the school council before the first instructional day of school, maintained in the principal's office, and a copy sent to the district office.

Due to the need to maintain student and staff safety and security, the EMP/EOP and diagram of the facility does not have to be and shall not be disclosed in response to any Open Records request per the Kentucky Open Records Law.

Training and Drills

Prior to the first instructional day of school, the principal (or designee) shall discuss the EMP/EOP with all school staff. Staff members will receive an outline of the plan, which includes their responsibilities during emergency situations. Documentation of completion will be in accordance with any district procedures and may include the time and date of the discussion, as well as staff member signatures. This documentation will be kept on file at the school with a copy sent to the district office according to the district policy.

The principal shall conduct emergency response drills, including the minimum below, within the first thirty (30) instructional days of each school year AND during the month of January:

- one (1) severe weather drill
- one (1) earthquake drill
- one (1) building lockdown drill
- one (1) fire drill (Fire drills will be conducted in accordance with administrative regulations of the Department of Housing, Buildings, and Construction.)

The cardiac emergency response plan shall be rehearsed by simulation prior to the beginning of each athletic season by all:

1. Licensed athletic trainers, school nurses, and athletic directors; and
2. Interscholastic coaches and volunteer coaches of each athletic team active during that athletic season

All drills shall follow, at a minimum, all local school board policies. 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, reporting their completion, and referring problems noted during the drill to the district office for any remedial action needed.

Annual Review of EMP/EOP

At the end of each school year, the EMP/EOP shall be reviewed by the school nurse, the school council, and first responders and revised as needed.

Date Adopted: 9/30/2013

Date Reviewed/Revised: 10/22/2020, 8/22/2023, 8/19/2024, 8/21/2025

KRS 160.345(2)(i)9 and KRS 158.162

**PRIDE ELEMENTARY SCHOOL
ENHANCING STUDENT ACHIEVEMENT POLICY**

The mission of Pride Elementary School is: Through teamwork, we provide opportunities, encouragement, and support for success for all students that go beyond the skills to touch students for life. Update with new mission statement: At Pride Elementary School, every Falcon is a helper, a learner, and a leader.

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

- Develop/monitor SBDM policies, consistent with school board policy, that contribute either directly or indirectly to:
 - accomplishing this mission
 - enhancing student achievement by improving teaching and learning at our school for each and every student
- Use the district improvement planning process.
- Complete an annual needs assessment including but not limited to analyzing student performance on the state testing.
- Annually revise our school improvement plan to address identified needs. The council will be responsible for adopting the plan and monitoring it regularly for impact on student learning.
- Budget and hire to support our school improvement plan.

Date Adopted: 11/20/2023, 2/24/2025

Date Reviewed/Revised:

KRS 160.345(2)(c)1

**PRIDE ELEMENTARY SCHOOL
EXTRACURRICULAR PROGRAMS POLICY**

Purpose:

The selection of the Extracurricular Programs Policy ensures that students are provided multiple opportunities to extend the learning time based on student interest and abilities.

Procedures:

All extracurricular programs must be based on the following criteria:

- The program must contribute to students becoming a self-sufficient individual exhibiting good character, responsibility and self-discipline, as well as provide supervision that will take into account the student's developmental and emotional needs.
- The program must contribute to the student's ability to work as part of a group or team.
- The program must be geared toward student interests and/or abilities.
- The program must encourage, enhance, and/or maintain equity in the overall program concept.
- The program must have a suitable adult sponsor and have appropriate adult supervision at all times.

Participation:

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

- Maintain passing grades in all subjects.
- Are/Were in attendance on the day of the activity.
- Comply with rules established by the adult sponsor for the activity.
- Meet requirements set by the appropriate sponsoring or governing organization (where applicable).

Sponsors/Coaches:

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

The principal will assign sponsors/coaches from our school's current staff following our policy on Assignment of Instructional and Non-Instructional Staff Time.

Evaluation:

Our extracurricular programs will be evaluated annually for effectiveness, student participation, and equity as part of the school improvement planning process.

Date Adopted: 6/7/1999

Date Reviewed/Revised: 3/12/2007, 3/11/2019, 8/23/2022, 12/16/2024

KRS 160.345(2)(i)8

**PRIDE ELEMENTARY SCHOOL
FIELD TRIP POLICY**

Purpose

Field trips are an important extension of classroom learning, offering students hands-on, real-world experiences that enhance academic instruction, social development, and cultural awareness. This policy is intended to create a consistent and inclusive process for planning and participating in field trips at Pride Elementary School.

General Guidelines

- **Eligibility**

- All students are eligible to participate in field trips unless one of the following applies:
 - A parent/guardian chooses to opt out in writing or fails to return the required permission slip(s) by the required date(s).
 - The student's behavior or attendance record raises concerns regarding safety, responsibility, or readiness to participate in off-campus activities. Examples may include, but are not limited to:
 - Multiple office referrals for behavior (including bus behavior referrals)
 - Major behavior infractions (as defined in the Code of Acceptable Behavior)
 - Excessive unexcused absences or tardies that interfere with school success
 - Multiple/Excessive missing assignments
- Exclusions are determined on a case-by-case basis by the school principal in consultation with staff and families, with the goal of supporting student growth and responsibility.

- **Permission and Communication**

- A signed parent/guardian permission form is required for each field trip.
- Parents will receive timely communication with trip details, including cost, lunch plans, transportation, and expected departure/return times.
- No child will be excluded due to inability to pay. Financial assistance may be available upon request.

- **Supervision and Safety**

- Adequate adult supervision must be provided at all times. Staff will determine appropriate chaperone ratios based on student age and destination requirements.
- All chaperones must be approved by school administration and follow school and district volunteer guidelines, including background checks if required.
- Students are expected to follow all school rules and behavioral expectations during field trips. Inappropriate behavior may result in disciplinary action and/or exclusion from future trips.
 - If necessary, as deemed by school staff, the parent/guardian may be asked to pick up their student from a field trip due to behavior.

- **Transportation**

- All field trips will use approved district transportation unless otherwise approved by administration.

- **Medical Considerations**

- Staff will carry medical forms and emergency contact information.
- Medications must be administered in accordance with school health policies.

- **Cancellations and Refunds**

- If a trip is canceled due to weather, transportation issues, or other unforeseen events, efforts will be made to reschedule.
- Refunds will be issued when possible but are not guaranteed if costs have already been incurred by the school.

- **Staff Responsibilities**

- Adhere to the [Field Trip Checklist](#).
- Ensure all Field Trip Checklist items, including permission forms and logistics, are complete prior to the trip.

- **Parent/Guardian Expectations**

- Ensure permission slips and payment (if applicable) are returned by the deadline.
 - Communicate with the teacher about any student needs (health, behavior, etc.).
 - Understand that parent/guardian chaperones may be limited or not needed for certain trips, based on the destination's guidelines, space limitations, or the nature of the activity.
-

Reintegration Plan for Field Trip Eligibility

Students who are excluded from a field trip due to behavior or attendance concerns will be provided with a clear pathway to regain eligibility for future trips. The school's goal is to support student growth, responsibility, and positive decision-making.

Steps Toward Reintegration

- **Administrative Conference**

- The student, parent/guardian, teacher(s), and principal (or designee) may meet, if needed, by phone or appointment to review the reason for exclusion.
- The team will identify specific expectations for improved behavior, attendance, or other areas of concern.

- **Written Plan for Improvement (as needed)**

- A short, written plan may outline:
 - The behaviors or attendance goals the student will work toward.
 - The time period during which progress will be monitored.
 - Support the school may provide (e.g., check-ins with a counselor, mentorship, positive behavior incentives, etc.).

- **Review for Reinstatement**

- If expectations are met, the student will be eligible to participate in the next field trip opportunity.
 - If additional support is needed, the plan may be extended with updated goals.
-

Date Adopted: 8/21/2025

Date(s) Reviewed/Revised:

**PRIDE ELEMENTARY SCHOOL
INSTRUCTIONAL PRACTICES POLICY**

The Pride Elementary School Instructional Practices Policy ensures that all instructional practices align with our school, district, and state curriculum and establish an environment where all students achieve their potential and are prepared for future learning.

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:

- Recognize and respond to individual needs, interests, and cultural heritage;
- Ensure all activities, lessons, and assessments are congruent with the Kentucky Academic Standards;
- Actively and intellectually engage students in learning;
- Utilize a variety of questioning and discussion techniques;
- Monitor student learning with formative assessment and self-assessment;
- Provide feedback to students, along with multiple opportunities to learn;
- 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;
- Adjust instruction to respond to the needs of students;
- Ensure all students use technology in meaningful ways;
- Use instructional resources that reflect diversity; and
- Create assignments that extend student learning based on the analysis of classroom data and formative assessments.

Teachers, in collaboration with the principal, shall select the appropriate instructional practices to be utilized in their classroom, to ensure that the school's curriculum is fully implemented.

Date Adopted: 7/3/1996

Date Reviewed/Revised: 3/12/2007, 1/13/2014, 9/12/2016, 10/22/2020, 10/23/2023

KRS 160.345(2)(i)6

**PRIDE ELEMENTARY SCHOOL
PARENT AND FAMILY ENGAGEMENT (Title 1) POLICY**

Parents, families, and the community serve as key shareholders in the educational processes of the students attending Pride Elementary School (PES). The Parent and Family Engagement Policy of PES ensures equitable participation in the planning, reviewing, and implementing of this policy and all parent, family, and community programs and activities. Each school year, parents will be informed of the Title 1 participation status of Pride Elementary School (PES).

Parents* of participating Title 1 children will be provided:

- Timely information about Title 1 programs
- School performance reports
- Student assessment reports
- Descriptions and explanations of the curriculum and assessments
- Opportunities for parents to offer suggestions and to participate in decisions

PES is responsible for providing a high quality curriculum that will enable Title 1 children to meet Kentucky's academic achievement standards.

Parents are responsible for supporting their child's learning by monitoring attendance and homework completion, volunteering at school, participating in educational decisions, and ensuring a positive use of extracurricular time.

On-going communication between teachers and parents shall be maintained through:

- Annual parent-teacher conferences
- Frequent progress reports to families on student progress
- Reasonable access to staff
- Opportunities to volunteer, observe, and participate in school activities

*A parent is legally defined as a biological parent, step-parent, or a foster parent of a student OR a person who has legal custody of a student pursuant to a court order AND with whom the student resides; however, for the purpose of this policy, "parent" encompasses ALL family situations.

Every Student Succeeds Act (ESSA), Title 1, Part A

Date Adopted: 1/12/2022

Date Reviewed/Revised: 2/27/2024

PRIDE ELEMENTARY SCHOOL
PRIMARY (K-3) POLICY

Assessment of Individual Student Needs

Appropriate reading and math assessments are given at least three times a year to identify students for intervention services and to communicate skill level to parents. Assessments should be chosen/developed to identify student strengths and weaknesses, including but not limited to:

- Accelerating learning
- Achievement gaps
- Highly-effective instruction
- Readiness to learn
- Student transitions

Implementation of Critical Attributes

The K-3 learning environment will be organized around the critical attributes in order to help all students succeed and be prepared for the future:

1. Developmentally Appropriate Practices — Instructional practices address the physical, aesthetic, cognitive, emotional, and social domains of young children and permit them to progress according to their unique learning needs.
 - a. Highly effective instruction is evidence-based, aligned to state standards, accessible to all students, and supplemented with intervention in order to close achievement gaps and increase achievement for all students.
 - b. The principal (or designee), in collaboration with parents, teachers, and district staff, will use a systematic, comprehensive approach for evaluating student need for formal instructional intervention (KSI/RTI). The principal may share the checklist with the council and ask for feedback about the process.
2. Authentic Assessment — Assessment occurs continually and reflects actual learning experiences that can be documented through observation, anecdotal records, journals, logs, actual work samples, conferences, and other methods.
 - a. Progress monitoring data provides information about individual student learning needs, and instruction is adjusted based on that data.
3. Multiage and Multi-Ability Classroom — Flexible grouping and regrouping of children of different age and ability in order to meet their learning needs.
 - a. Students will be placed with instructional groups, based on learning needs, and will not be limited to working with students in their own grade level. Grouping will be flexible and will be reevaluated regularly and adjusted to meet student needs.
4. Continuous Progress — Students progress through the primary school program at their own rate.
5. Qualitative Reporting Methods — Growth and development of the child is communicated through a variety of home-school communications that share student progress through the years in the primary program.
6. Professional Teamwork — The professional staff communicates and plans together and uses a variety of instructional approaches.
 - a. Intervention team members meet to discuss academic and behavioral needs of students, make sure services are available to all students, and work together to adequately address those needs.
7. Positive Parent Involvement — Productive relationships between the school and home enhance communication, promote understanding, and increase opportunities for children to be successful.

Principal Role

The principal will:

- Monitor the use of the critical attributes in primary classrooms and provide feedback.
- Monitor the Response to Intervention System that includes:
 - Early intervention, including differentiated as well as targeted, intensive academic and behavioral interventions
 - Universal screening and diagnostic assessments to determine individual student need and baseline performance as well as multiple forms of data in intervention decisions
 - Evidence-based interventions that vary in intensity and duration to meet the needs of individual students
 - Interventions are used with fidelity and provided by qualified staff
 - Advancement of individual students with multiple measures at regular intervals
 - The reporting of individual student progress to parents/guardians

Date Adopted: 2/27/2024

Date Reviewed/Revised:

KRS 158.031

**PRIDE ELEMENTARY SCHOOL
PRINCIPAL SELECTION POLICY**

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, 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.

Date Adopted: November 29, 2022

Date(s) Reviewed/Revised:

KRS 160.345(2)(i)11

**PRIDE ELEMENTARY SCHOOL
PROGRAM APPRAISAL POLICY**

School Improvement Plan and Needs Assessment

The Annual School Improvement Plan process will include:

- An analysis of our state testing data and other school data as necessary to discover the extent to which our students are meeting state standards and our programs are proving effective.
- Systematic work to discover and correct the causes of and barriers to high performance by all students and the movement of students toward our goals.
- A revision of our school improvement plan based on needs assessment data.

The improvement plan will include goals, address causes, and dictate indicated changes to programs to help move our students to state standards. The resulting plans for improvement will be monitored by the council.

Other Program Appraisal

Any program that is not included in the School Improvement Plan process will be evaluated using:

- Evidence of program effectiveness (using multiple sources of data when possible)
- Comparison to research on effective practices

The improvement planning process and other program appraisal will be consistent with local board policy.

Date Adopted: 12/12/23, 2/24/2025

Date(s) Reviewed/Revised:

KRS 160.345(2)(i)10

**PRIDE ELEMENTARY SCHOOL
SCHOOL SCHEDULE POLICY**

Pride Elementary School's School Schedule Policy ensures that all students are provided equitable access to all components of the school's curriculum within the master class schedule and aligns with Kentucky High School's mission and vision statements.

Our schedule will:

1. Give all students access to all classes, avoiding conflicting schedules of specialized classes and preventing any exclusion related to cultural background, physical abilities, socio-economic status, and intellectual status.
2. Provide students with the learning time they need, including technology access to complete writing assignments and other learning activities.
3. Promote efficiency and effectiveness, including protecting instructional time.
4. Allow all teachers equitable planning and time to collaborate on a regular basis.
5. Provide equitable access to effective teachers for all students, including opportunities for teachers to switch assignments to capitalize on in-depth knowledge of specific subjects.
6. Facilitate teacher opportunities to adjust the length of class periods when needed.
7. Promote reasonable and appropriate enrollments for all classes and appropriate numbers of pupils each teacher works with in the course of a day.
8. Respect the beginning and ending times of the school day and school calendar year as established by the local board of education.

Date Adopted: 1/7/2002

Date(s) Reviewed or Revised: 3/12/2007, 9/12/2016, 9/24/2020, 12/12/2023

KRS 160.345(2)(i)4

**PRIDE ELEMENTARY SCHOOL
SCHOOL SPACE POLICY**

The School Space Policy of Pride Elementary School ensures that the classroom and non-classroom space is maximized to provide opportunities for sharing resources, mentoring, and collaboration among the staff and students. The school's space will be utilized to maximize the teaching and learning environments to ensure all students are achieving at high levels.

By June 1 of each school year, the principal shall prepare a tentative school space use plan and shall present the plan to the school council for consultation.

KRS 160.345(2)(i)5

Date Adopted: 1/7/2002

Date(s) Reviewed or Revised: 3/12/2007, 9/12/2016, 10/22/2020, 4/25/2023, 8/22/2023, 8/19/2024, 8/21/2025

**PRIDE ELEMENTARY SCHOOL
STUDENT ASSIGNMENT POLICY**

The principal or his/her designee shall assign students to classes and programs in ways that meet individual student needs. Teachers shall provide input and data regarding the following factors to assist in this decision making:

- Ability in Reading and Math as measured by various assessments (MAP, classroom assessments, etc.)
- Classroom Performance/Grades
- Social, Emotional, and Behavioral Needs
- Special Education/Gifted & Talented /KSI qualifications
- Demographic Information

To keep said factors in balance, parent requests for classroom placement will not be accepted unless at the discretion of the principal or his/her designee.

The School-Based Decision-Making (SBDM) Council and school administration will consult classroom cap size (maximum class size) guidelines set forth by the Kentucky Department of Education when students are being assigned to classes.

KRS 160.345(2)(i)3

Date Adopted: 12/10/2001

Date Reviewed/Revised: 11/8/2004, 3/12/2007, 4/11/2011, 9/12/2016, 12/13/2022, 5/23/2023

**PRIDE ELEMENTARY SCHOOL
TECHNOLOGY USE POLICY**

Criteria and Guidelines

In order to help prepare students for life in a digital world, students will:

- Be taught ethical practices, appropriate etiquette, and online safety.
- Be taught to use critical evaluation of Internet sites used for research and study.
- Use technology for authentic purposes.
- Use real-world tools as often as possible.
- Master the Kentucky Academic Standards for Technology.

Electronic Devices

Students will adhere to all school and district rules and policies regarding the use of any and all electronic devices at school. Specific details about using electronic devices, as well as consequences for misuse, can be found in the Hopkins County Schools Code of Acceptable Behavior and Discipline (available via district website).

Acceptable Use

Each year, all students and parents will be required to sign and date an Acceptable Use Policy/Form in order to access school/district technology.

KRS 160.345(2)(i)10

Date Adopted: 9/19/2023

Date(s) Reviewed or Revised: 9/16/2024, 9/18, 2025

PRIDE ELEMENTARY SCHOOL WELLNESS POLICY

The Wellness Policy ensures that all students have the opportunity to integrate more physical activity and are encouraged to make healthy choices daily.

Pride Elementary School will create positive experiences with physical activity for students by providing opportunity for all students to engage in planned moderate to vigorous physical activity each day. Teachers will provide planned, sequential instruction that promotes lifelong physical activity; it will be designed to develop basic movement skills, lifelong sports skills, and physical fitness as well as to enhance mental, social, and emotional abilities.

Physical Activity & Healthy Choice Plan:

- Each student will engage in at least fifteen (15) minutes of planned moderate to vigorous physical activity each day.
- Each student will participate in physical education class at least once a week.
- Teachers are encouraged to incorporate physical activity into subject areas and in an attempt to ensure the physical education curriculum is integrated and includes regular opportunities for cross-disciplinary connections.
- Accommodations and adaptations will be made for students with special needs.
- Staff will encourage healthy choices among students using a variety of methods, including but not limited to:
 - Implementing the nutritional standards required by federal and state laws and regulations which apply to our food program and to other food and beverages available during the school day.
 - When applicable, students will participate in the available federal school meal programs.
 - Implementing standards for health and physical education.
 - Promoting and providing nutrition education and physical education to foster lifelong habits of healthy eating and physical activity.
- Staff will assess students' level of physical activity and physical fitness at least once a year in their physical education class.

KRS 160.345(11)

Date Adopted: 9/2017

Date(s) Reviewed or Revised: 10/2017, 2/27/2024, 3/17/2025

PRIDE ELEMENTARY SCHOOL WRITING POLICY

Goal:

Our school strives to provide each student with the writing skills necessary to meet the Kentucky Education system goals:

- Communication skills necessary to function in a complex and changing civilization;
 - Sufficient preparation to choose and pursue their life's work intelligently; and
 - Skills to enable students to compete favorably with students in other states and other parts of the world.
- KRS 158.645 and KRS 158.6451

Criteria for the Writing Program:

In order to provide a high-quality writing program, every student will have:

Multiple opportunities to develop complex communication skills for a variety of purposes scheduled as part of daily instruction and experiences:

- Being taught from a curriculum that is vertically and horizontally aligned to the Kentucky Academic Standards.
- Engaging in three categories of writing: writing to learn, writing to demonstrate learning, and writing for publication.
- Experiencing authentic, meaningful writing at all grade levels, including:
 - Writing for a variety of purposes:
 - Opinion (Elementary)/Argumentative (Secondary) to support claim
 - Informative/Explanatory texts
 - Narrative to develop real or imagined experiences or events
 - Writing for a variety of audiences
 - Writing experiences that reveal ownership and independent thinking
 - Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks
- Experiencing the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
- Being provided consistent and timely feedback throughout the writing process to guide and improve writing skills.
- Experiencing writing in both on-demand and writing-over-time situations.
- Writing as a natural outcome of the content being studied in all curriculum areas.

Writing instruction allowing students to read and analyze a variety of print and non-print materials by embedding a variety of language resources as part of daily instruction:

- Appropriate resources for writing (e.g., personal interviews, observations, print materials, and digital sources) driven by different instructional purposes with various audiences for the student to consider.
 - Multimodal text, such as artwork (2D and 3D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia
 - Types of text, such as persuasive, literary, informational, and practical/workplace materials
 - Models to serve as exemplars for student writing

Resources will be used with differentiated strategies to make instruction accessible to all students.

A variety of technological tools used in the writing process that allow students to:

- Evaluate or communicate using critical thinking skills
- Seek a new or deeper understanding based on inquiry of a topic
- Demonstrate new understanding through collaborating, creating, and making global connections
- Have relevant learning opportunities with community members, postsecondary partners, and businesses.
- Engage in real world and creative communication appropriate for meeting Kentucky Academic Standards.

Writing Guidelines for Teachers:

To provide multiple opportunities for students to develop complex communication skills for a variety of purposes, teachers will:

1. Work with students to master the writing standards for their own grade level and move to the next level of standards as students are ready.
2. Teach and require students to use higher-order thinking skills whenever possible.
3. Incorporate three categories of writing in instruction: writing to learn, writing to demonstrate learning, and writing for publication in order to provide authentic, meaningful writing at all grade levels that includes:
 - a. Writing for a variety of purposes:
 - b. Opinion (Elementary)/Argumentative (Secondary) to support claims
 - c. Informative/Explanatory texts
 - d. Narrative to develop real or imagined experiences or events
 - e. Writing for a variety of audiences
 - f. Writing about experiences that reveal ownership and independent thinking
 - g. Writing in which students draw on their own experiences, learning, reading, and inquiry to complete writing tasks
4. Teach the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing. Provide opportunities for on-demand and writing-over-time.
5. Provide consistent and timely feedback throughout the writing process to guide and improve students' writing skills.
6. Incorporate writing as a natural outcome of the content being studied in all curriculum areas.
7. Instruct the complex processes, concepts, and principles of literacy using differentiated strategies to make instruction accessible.
8. Assign students to read and analyze a variety of print and non-print materials including persuasive, literary, informational, and practical/workplace materials using these readings and materials as models for student writing.
9. Provide appropriate resources for writing driven by different instructional purposes with different audiences for the student to consider.
10. Provide opportunities for students to demonstrate, through strands of literacy, an understanding of cultural differences and work effectively with people from a range of social and cultural backgrounds to build on and articulate ideas.
11. Guide students to apply technology as a tool throughout the writing process to use critical thinking skills, seek a new or deeper understanding of a topic, and demonstrate new understanding through collaborating, creating, and making global connections.
12. Allow student choice and exploration.
13. Provide experiences for students to apply appropriate writing skills to oral communication skills and real world and creative communication experiences appropriate for meeting Kentucky Academic Standards.

School-Wide Structures:

To ensure the writing program includes reflection, assessment, and feedback, instruction at all levels will incorporate:

1. Active participation of students in decision making about writing and the use of technology tools.
2. Analysis of writing to determine strengths and weaknesses in student writing and the overall writing program.
4. Opportunities for students to improve their writing and communication skills based on feedback.

Monitoring Guidelines:

Our school writing program and writing instruction in each classroom will prepare students to reach grade level expectations from the Kentucky Academic Standards for Writing. The program and/or instruction will be adjusted based on testing data, classroom data, and data from any other program evidence.

The principal or his/her designee will monitor the writing program to:

1. Ensure curriculum is vertically and horizontally aligned to Kentucky Academic Standards.
2. Ensure the implementation of this Writing Policy.
3. Ensure that the Writing Policy and supporting writing instruction documents are reviewed annually by the Principal's Advisory Council (PAC), including collecting and evaluating evidence to determine effectiveness. After analysis, revise as needed.
4. Ensure teachers receive job-embedded professional learning opportunities integrated in the workday.
5. Provide regular and consistent time for teachers to collaborate by analyzing student work in order to improve the writing program.

Policy Evaluation:

We will evaluate the effectiveness of this policy through the monitoring guidelines above and our school improvement planning process.

Date Adopted: 2/4/2011

Date(s) Reviewed or Revised: 1/14/2019, 10/25/2022

KRS 158.6453(19)