

HARLAN COUNTY HIGH SCHOOL SBDM COUNCIL POLICY

COUNCIL POLICY TYPE		POLICY NUMBER
<input type="checkbox"/> By-Laws (Council Operational Policy)		
<input checked="" type="checkbox"/> Function (School Operational Policies)		<i>HC 060</i>

POLICY TOPIC DESCRIPTION
Curriculum Writing Policy

POLICY STATEMENT
<p>HCHS recognizes writing as a key component of English Language Arts (ELA) , literacy, and a necessary communication skill for all students and be authentically taught and practiced in all grades(9-12) and all content areas. The writing curriculum will comply with all state, federal and local statutes and regulations.</p> <p>Policy Components:</p> <ol style="list-style-type: none">I. HCHS will provide multiple opportunities for students to develop complex communication skills for a variety of purposes.II. HCHS will provide developmentally appropriate access to and use of technology tools for students.III. HCHS will provide feedback to students regarding their writing and communication skills from individual classroom teachers. Students will be provided opportunities to self-assess and provide feedback on the works of others as developmentally appropriate.IV. HCHS procedures will follow SBDM policy as established by the school Writing Plan reviewed by the faculty, and adopted by the SBDM Council. The policy will include the development, implementation, and monitoring of student Writing Portfolio Collections.

COMPONENT I

HCHS will provide multiple opportunities for students to develop complex communication skills for a variety of purposes. Communication skills will include students actively engaged in reading, writing, speaking, listening, and observing regularly in classroom 9-12 and across all content areas.

- A. Writing, reading, and language conventions will be aligned with the Kentucky Common Academic Standards and the Common Core State Standards.
- B. Writing will be incorporated throughout all subject areas and should be a natural outcome of classroom activities.
- C. Students will be provided with instruction and opportunities to practice proficient Communication (speaking, listening, reading and writing) for authentic purposes.

COMPONENT II

HCHS will assist students in being creative and innovate members of a global society by providing them developmentally appropriate access to and authentic use of technology tools.

- A. Students will be provided opportunities to innovatively use technology to communicate.
- B. Students will have access to a variety of technology tools (projectors, SMART Boards, computer labs, software programs, etc.)
- C. Students will be provided with opportunities to actively communicate using technology in all classes (9-12) and all content areas in the school, district and world as the technology applications become available.

COMPONENT III

The development and monitoring of Student Writing portfolio Collections at HCHS will follow the guidelines below in order to support the teachers, guide instruction and monitor student growth over time.

- A. All grade levels (9-12) and content areas will participate in writing and communication instruction, the development of Student Writing Portfolio Collections pieces and the Student Writing Portfolio Collection Review. Student Writing Portfolio Collections (electronic, digital, and/or hard copies) will follow students from 9-12 grades (with 3 to 5 pieces to be added each year, each grade level).
- B. Students will be engaged in three categories of writing: writing to learn, writing to demonstrate learning, and writing for publication. Examples of writing for each of these three categories can be found in the Harlan County Public Schools Writing Expectations Document. Students will be required to learn the writing process (prewriting, drafting, revising, editing and publishing).
 - Writing to Learn-for all subject areas. Writing to Learn activities can include but are not limited to: Journaling, Writers notebook, Note-taking, graphic organizers, reading logs, response journals, etc.
 - Writing to Demonstrate-for all subject areas. Writing to Demonstrate Learning activities can include but are not limited to: Open Response style questions, Constructed Response, Extended answer, short answer, exit slips, book reviews, other projects that involve writing, etc.
 - Writing for Publication-for all subject areas. Writing for Publication activities includes any writing that could be actually published (or sent) in the real world, such as letters, editorials, speeches, feature articles, research papers, stories, poems, scripts, personal narratives, memoirs, autobiographies, personal essays and other publishable writing pieces, etc.
- C. Students Writing Portfolio Collections will be reviewed to collect data on students' needs and growth in order to guide instruction. Student Writing Portfolio Collections will be reviewed for both individual student needs, common grade level trends and school needs. Writing will be reviewed for specific individual and grade level student needs in order to guide instruction and monitor student growth. Grade level review of Student Writing Portfolio Collections will occur regularly throughout the school year in order to adjust instruction.
- D. All teachers may participate in Professional Development based on teacher and student needs determined by the reviews of the Student Writing Collection Data. PD will be ongoing job-embedded and researched based as a result of the Student Writing Portfolio Collections reviews and data analysis.

- Include the three types of writing (writing to learn, to demonstrate, and for publication) regularly in teacher lesson plans, formative and summative assessments and across all classrooms, and all content areas
- Provide opportunities for student to publish written work within and outside of school.
- Guide students in the development of proficient authentic, polished pieces for the portfolio using scientifically research based strategies and techniques in all grades across all content areas.
- Model and practice with students “on-demand” writing tasks once a month.
- Ensure that all teachers are adequately trained to evaluate proficient student writing.

COMPONENT IV

HCHS procedures will follow SBDM policy as established by the school Writing Plan reviewed by the faculty and adopted by the SBDM Council. The policy will include the development, implementation, and monitoring of student Writing Portfolio Collections.

- A. The SBDM Council will establish policy to be implemented by the school leadership/principal that addresses proficient student writing and writing instruction across the school at all grade levels and all content areas.

Policy Title <p style="text-align: center;">Curriculum Writing Policy</p>	
5-24-13 <hr/> 1 st Reading Bob Howard <hr/> Council Chairperson	6-25-13 <hr/> 2 nd Reading For Adoption Bob Howard <hr/> Council Chairperson