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To: Members of the Board of Education  
From: Doug Larson  
Re: Policy Readings  
Date: August 29, 2019

Policy and Legal Services will present two Second Readings during the next Board of Education meeting. A description of each policy is provided below.

Article V.C.1.b      Turnaround Plans for Low Performing Schools

This policy is intended to provide direction if /when a school is identified as low performing and the school is placed in turnaround status pursuant to Utah Code §53E-5-301 et seq. and Utah Amin. Code R277-920. During the first reading, the Board requested clarification regarding which board members must sit on the turnaround committee. The statute specifies the board member must be from the precinct where the turnaround school is located.

Article X.A.12.      Wellness, Nutrition, and Competitive Foods

Updates were made to this policy to make it compliant with state and federal regulations. The Board discussed during the first reading issues related to physical activity for students, particularly mandated recess. The Board agreed to maintain broad language in the policy to give direction regarding regular physical activity while allowing flexibility for schools in individual circumstances.

Article V.C.1.b      Turnaround Plans for Low Performing Schools

A.      Purpose

The Utah State Legislature and the Utah State Board of Education (USBE) have adopted a framework for improving schools designated as low performing. By this policy, the Granite School District Board of Education (Board) provides direction to help schools in Granite School District (District) to comply with state laws and regulations and strive to exit turnaround status when designated as low performing. The Board desires that schools identified as low performing are given every reasonable opportunity to improve performance measures and provide the best possible outcomes for students.

B.      Definitions

1.      "Low performing school" means a District school that has been designated as such by USBE because the school is:
  - a.      for two consecutive school years in the lowest performing 3% of schools statewide according to the percentage of possible points earned under the school accountability system; and
  - b.      a low performing school according to other outcome-based measures as may be defined in rules made by USBE.

C.      Required Action

1.      In the event a school is identified as a low performing school, the school shall establish a school turnaround committee composed of the following members:
  - a.      the board member who represents the voting district where the low performing school is located;
  - b.      the school principal;
  - c.      three parents of students enrolled in the low performing school appointed by the chair of the school community council;
  - d.      one teacher at the low performing school appointed by the principal;
  - e.      one teacher at the low performing school appointed by the superintendent;
  - and
  - f.      one school district administrator.
2.      The Board, in collaboration with the school turnaround committee, shall select a turnaround expert by:
  - a.      soliciting proposals from the approved candidates identified by USBE;
  - b.      selecting a proposal;

- c. seeking approval from USBE regarding the selection; and
  - d. entering into a contract with a turnaround expert as outlined in Utah Code §53E-5-303.
- 3. The school turnaround committee shall partner with the turnaround expert to develop and implement a school turnaround plan that:
  - a. considers the root causes of the low performing school's low performance as identified through a needs assessment conducted in accordance with Utah Code §53E-5-302;
  - b. includes recommendations regarding changes to the low performing school's personnel, culture, curriculum, assessments, instructional practices, leadership, finances, policies, practices, or other areas that may be necessary to implement the school turnaround plan;
  - c. includes measurable student achievement goals and objectives and benchmarks by which to measure progress;
  - d. includes a professional development plan that identifies the following:
    - i. a description of the problems with the school's instructional practices,
    - ii. a calendar of professional learning events,
    - iii. a timeline for instructional practice and improvement, and
    - iv. intervals of feedback and adjustment;
  - e. includes a detailed budget specifying how the school turnaround plan will be funded;
  - f. includes an assessment plan to monitor progress;
  - g. includes a communication plan for reporting data on progress to parents, Board members, local elected officials, and any other stakeholders, containing at least the following:
    - i. an initial notification of turnaround status, and
    - ii. a semi-annual update of progress toward goals and benchmarks; and
  - h. includes an overall timetable for implementation of the turnaround plan.
- 4. On or before June 1 of an initial remedial year, a school turnaround committee shall submit the school turnaround plan to the Board for approval.
- 5. Thereafter, the District shall assist and provide support to low performing schools to help implement the turnaround plan and to improve performance measures and learning outcomes. The District will assist schools in at least the following ways:
  - a. prioritize funding and resources to low performing schools;
  - b. grant low performing schools streamlined authority over staffing decisions, policies, budget decisions, and academic programming; and
  - c. facilitate collaboration with the turnaround expert.

6. The plan shall be reviewed annually by the school turnaround committee. Areas of success and areas of improvement will be identified, and the plan will be updated accordingly.

### **References**

Utah Code §53E-5-301 *et seq.*

Utah Admin. Code R277-920

September 2019