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To: Members of the Board of Education
From: Doug Larson
Re: Policy Readings
Date: August 1, 2019

Policy and Legal Services will present two First 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 is placed in turnaround status pursuant to Utah Code §53E-5-301 et seq. and Utah Amin. Code R277-920. The policy provides instruction to administrators on notice requirements and communications with stakeholders and an outline for creating and executing a turnaround plan.

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

Consistent with statute, the District Wellness Committee meets annually to discuss federal and state regulations related to wellness practices in schools and teaching principles of health and nutrition to students. Part of the work of that committee is to review the Wellness Policy and suggest revisions. This policy is largely based on federal requirements found in the National School Lunch (and Breakfast) Program and the Smart Snacks in Schools guidelines. Additionally, the district had an outdated vending policy that needed revision. The Wellness Policy and the Vending Policy were consolidated to avoid redundancy and to eliminate language from the vending policy that was no longer relevant.

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

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