

Kentucky Department of Education  
 District Application for School Improvement Funds  
 (Section 1003g) **Turnaround Model (KY HB 176 Restaffing Model)**

**Cover Page**

**Please Note:** You may only type in the gray areas.

<b>District</b> Jefferson County	<b>DISTRICT Mailing Address</b>		
<b>Name of District Contact</b>  Dena Dossett	<b>Street Address 1</b>	VanHoose Education Center	
	<b>Street Address 2</b>	3332 Newburg Road	
<b>Position</b>  Director, Planning	<b>City</b>	Louisville	<b>ZIP</b> 40218
	<b>Phone</b>	502-485-7074	
<b>Email</b>  <a href="mailto:Dena.Dossett@jefferson.kyschools.us">Dena.Dossett@jefferson.kyschools.us</a>	<b>CONTACT Mailing Address (if different)</b>		
	<b>Street Address 1</b>	VanHoose Education Center	
<b>Submission Date</b> (office use only)	<b>Street Address 2</b>	3332 Newburg Road	
	<b>City</b>	Louisville	<b>ZIP</b> 40218
	<b>Phone</b>	502-485-7074	

District Name		NCES ID#	Total Awarded
Jefferson 2102990			\$
School Name		NCES ID#	Intervention
1	Myers Middle School 210299000723		Turnaround Model
2	Thomas Jefferson Middle School 210299000682		Turnaround Model
3			Turnaround Model
4			Turnaround Model
5			Turnaround Model
6			Turnaround Model

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**District Verification**

If the application is funded, and accepted by the JCBOE, the District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.

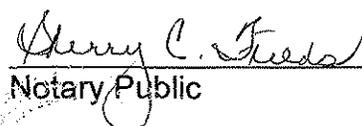
**Assurances:** A district must include the following assurances in its application for a School Improvement Grant.

The district must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority School that the district commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority School that it serves with school improvement funds;
- (3) If it implements a restart model in a Priority School, include in its contract or agreement terms and provisions to hold the education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- (6) Report to the KDE the school-level data required under section III of the final requirements.

  
\_\_\_\_\_  
Superintendent Signature

2/25/14  
Date

  
\_\_\_\_\_  
Notary Public

1/3/2015  
My commission expires

Notary seal

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**District Actions**

**Please Note:** You may only type in the gray areas.

*Describe the district's capacity to use school improvement funds to provide adequate resources and related support to the identified school in order to implement, fully and effectively, the required activities of the intervention model it has selected. This could include, but is not limited to, district staff dedicated to provide support to SIG schools, additional funding, and use of external resources.*

What does it take for a district to effectively support a school's turnaround efforts? Marzano and Waters (2009) have proven that district leadership can positively impact student achievement. The challenge for the central office leaders is to support schools to do their best work without using top-down directives. It is essential that each individual school have ownership in the turnaround work that is being implemented. Marzano and Waters (2009) suggest that districts use "defined autonomy" to work with principals and other stakeholders to define clear achievement goals. The building leaders then have some autonomy in how to meet the goals.

In order for the district to support the Turnaround model in the identified schools, all of the Turnaround components will be addressed: (1) effective principals, (2) use locally adopted turnaround competencies to review and select staff for school (3) Select and implement an instructional model based on student needs (4) providing high quality job-embedded professional development,(5) use data to identify and implement an instructional program that is research-based and promote the continuous use of student data (6) establish schedules and strategies that provide increased learning time for both students and teachers (7) provide social-emotional and community-oriented services and supports for students and families as appropriate (8) Implement a new governance structure to allow for enhanced collaboration and clear oversight of work. (9) Providing operational flexibility and sustained support and ensure ongoing technical assistance and (10) Establish a system to collect data for the required leading indicators for schools receiving SIG funds.

**Effective principals (Turnaround #1):** Because we know that an effective principal is a key component to turnaround, the assistant superintendent and the evaluation transition coordinator (ETC) work closely with the ER staff (particularly the ERL) in coaching the principal and thinking through key decisions. The evaluation transition coordinator is also a support for the schools as they implement the PGES system. The priority schools have all participated in the PGES pilot and the ETCs have provided professional development for the administration and on-site coaching. This work will continue as the state and district move to the full pilot in the 2014-2015 school year and the full implementation in the 2015-2016 school year. Each school has rolled out a series of professional development sessions designed to introduce teachers to the PGES system. This has allowed all staff to have a full understanding of the system while selected staff members have participated in the pilot.

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**Use locally adopted turnaround competencies to review and select staff for school (Turnaround #2):** On May 10, 2010, the Jefferson County Board of Education approved the Kentucky Teacher Standards as the standards used to screen and hire the faculty and staff at schools implementing the turnaround model. These standards measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students.

**Select and implement an instructional model based on student needs (Turnaround #3):** Schools will be implementing the Professional Learning Communities model reinforcing effective practice in priority schools as outlined in the district's policy. This model requires collaborative groups of teachers to examine student data and adjust the instructional program to meet the needs that are evidenced. This ever-adapting model will improve student achievement.

**Providing high quality, job-embedded professional development (Turnaround #4):** Schools are supported to create a schedule that is aligned to provide teachers with job embedded professional development which is aligned with the instructional program. Schools are working to provide release time for teachers during the school day so that there can be extended planning and learning time for PLCs. The district content specialists are available to consult with school leaders to help Goal Clarity Coaches and/or department heads create effective professional development to support student learning.

**Implementing a research-based instructional program (Turnaround #5):** the district is focusing instructional efforts around the Professional Learning Communities (DuFour, 2004). This strategy is focused on ensuring that students learn through a culture of collaboration and an emphasis on results. The PLCs allow for schools to create their own pathways to success as measured by specific goals that are established. The entire district is focused on this work and is working in tandem with KDE staff to implement it effectively.

**Increasing learning time (Turnaround #6):** Currently, the district is supporting an after school program for students at priority schools. This program runs three days a week from 2:20-5:00. Students receive instruction based on their own learning needs and also receive a third meal from the federal Nutrition Program. Transportation is provided for every student who needs it. Schools have reports that students are benefitting from the program and that parents/families appreciate the support as well.

Additionally, the principal has been given an extra twenty extended days on her calendar. The purpose of these days is to improve student achievement. The principal is required to submit a calendar with extended days that is approved by the assistant superintendent.

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**Provide social-emotional and community-oriented services and supports for students and families as appropriate (Turnaround #7):** The district has provided the Student Response team to support schools on three levels. There is an SRT team at the local school site that addresses most issues. There is a second tier of response at the regional level where a group of central office responders are called in to support the school in addressing a student's social needs. Then there is a third level of response, the district level SRT, that is called in to support the most needy students who are in a crisis and need the strongest supports. The supports at all three levels are designed to give the student, the family, the classroom and the school a menu of strategies and services to meet the needs. In addition, priority schools are all provided ongoing PBIS training and support enhancing the work of their SRTs and overall ability to meet the social-emotional needs of our students. The SRT teams will ensure that their systems of support are aligned to meet the needs of students.

**Implement a new governance structure to allow for enhanced collaboration and clear oversight of work (Turnaround #8):** The principal will work closely with the SBDM specialist to determine the needs of the SBDM council (where one exists). Together the specialist and the principal will map out the steps that the school must take to strengthen the structures that are in place to run the school. In the case where there is not an SBDM, the assistant superintendent and the principal will work closely with the SBDM specialist to map out a plan for the advisory council as they work toward coming back into the role of an SBDM council.

**Providing operational flexibility (Turnaround #9):** Priority schools have the ability to write a special budget request to the district to request funding for a program that will support the work at the school. These requests are carefully considered by the superintendent and if found to be central to the work, they are funded. An example of one of these requests was to fund a partnership with a local church to support the culture work in the school. The district works to fund programs that priority schools have identified as a need.

**Establishing a system of data collection (Turnaround #10):** The district has a well-developed data collection system that supports schools' work. The system was developed by in-house programmers and, as such, is highly adaptive to schools' needs. JCPS has developed an assessment system that requires schools to participate in four district proficiencies centered on the core content areas. The results of these proficiencies are used by the school to analyze the instruction and make adjustments. Additionally, schools are required to use a diagnostic test. The district does provide a diagnostic test and schools have the option to use the provided assessment or to have PLCs create their own. The results of these assessments are stored in the district's data system, CASCADE. Schools can analyze the results of the district diagnostics and proficiencies in multiple formats.

The district is also an active partner in KDE's CIITS project. Teachers are creating formative assessments using CIITS. All of these priority schools use MAP as a formative assessment and use these results as well. The CSIP and the progress notes

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that accompany it are found on the ASSIST platform and all schools have experience using that to capture their work.

*If all Priority Schools are not served, identify the school(s) and explain why they will not be served and provide supporting documentation for the decision.*

The JCPS turnaround application includes a district section as well as a specific section for Myers Middle School and Thomas Jefferson Middle School. However, the application for Thomas Jefferson is contingent upon the USDOE granting KDE's waiver that principals who were found by the KDE leadership assessment to have capacity to lead the intervention effort but have three or more years of experience at their schools be allowed to remain at their schools. If the waiver is not approved, JCPS will withdraw the SIG application for Thomas Jefferson before SIG awards are granted in April.

**District Budget Narrative**

***Districts have the option of withholding funds for district level services to support the selected model in each identified SIG school. The application must contain complete budget information for each year of the three-year grant cycle for the district. If a district chooses not to reserve funds for district level services, a three year line item budget must be submitted showing that no funds will be withheld.***

*If funds are reserved for district level activities, identify how the district intends to use the school improvement funds for each school(s) it will serve and explain how these expenditures correlate with the school(s)' intervention model to address the causes and contributing factors to low student achievement at each of the school(s).*

No SIG funds are being reserved for district level activities. All funds that were previously reserved for district level activities have been redistributed to fund school level activities and are reflected in the individual schools' budgets.

*Identify the multiple state and federal funds to be coordinated with the intervention model and tell how they will be utilized to improve student achievement. (May include but are not limited to Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)*

Title I funding is distributed to eligible schools to assist with implementing the turnaround model. The purpose is to provide opportunities to increase student achievement by utilizing effective instructional strategies based on scientific research that increase the amount and quality of learning time. Funding is targeted to provide an enriched and accelerated curriculum to meet the needs of historically underserved populations.

Some of the resources provided with Title I include math and language arts interventionists, response to intervention personnel, training from nationally known

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consultants for PLCs, college and career preparation, pupil services, mentoring, professional development, etc.

Title I provides funding for parent involvement activities to increase the school- family partnership that supports student achievement. Participation of parents and families is critical throughout a child's entire academic career, therefore training and materials are provided for parents to help improve their child's achievement level.

Title I will continue to provide additional support and resources to ensure students are achieving at a high level.

The district is using Title II funds to train Title I schools in using the DuFour's Professional Learning Communities model. Contracting with Solution Tree, has provided the opportunity to have Anthony Mohammad talk with principals about sharing the culture to improve student achievement. Additionally, principals have been assigned to small work groups that are meeting virtually with a coach to focus on student achievement.

The Family Resource/Youth Service Center is jointly funded by state district funds. This center is active and a huge support to the students and families in the Start community. Because of the importance of this center, the district has made up the difference in the state funding knowing that the difference made was monumental.

The School Resource Officer (SRO) will be funded for the 2014-2015 school year. The SROs play a vital role in the school by building relationships with students and families.

The district has assigned a special education resource teacher to each of these schools. This teacher works with teachers to create instructional strategies designed to meet individual students' needs and to ensure that appropriate systems are in place to meet the needs of special education students and their families. This position is funded through federal IDEA funds.

*Identify the services, personnel and financial supports the district will provide and tell how they align to the school(s) intervention.*

The achievement area assistant superintendents and evaluation transition coordinators will be working in schools and interacting with school leadership, in order for there will be a continuous feedback loop.

A more detailed description of district supports for the Turnaround Model are outlined on pages 5-7. Below is a list of district supports provided for priority schools:

- District reorganization aligned priority schools in K-12 regions with an area superintendent allowing for ongoing, consistent coaching support
- Evaluation Transition Coordinators assigned to regions providing individualized support for PGES implementation and coaching on school improvement

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- ECE Consulting Teachers assigned to each priority school providing differentiated support regarding PBIS implementation, SRT development, utilization of district resources, and support to special education students and families, etc.
- Budget proposals submitted/allocated based on the individualized needs of each priority school
- Staffing considerations ensuring school decision-making regarding hiring of instructional staff
- Weekly meetings with cabinet, area assistant superintendents, student support services assistant superintendent, curriculum instruction assistant superintendent, evaluation transition coordinators, and KDE ensuring ongoing communication regarding priority school needs and next steps
- New Teacher Induction with an additional two days supporting priority school new hires
- Frequent priority school meetings facilitated by the district's CAO providing opportunities for shared practice, feedback regarding district supports, etc.
- Opportunities for Culture Competency Audits (facilitated by Roger Cleveland) and next step development
- Access to Solution Tree/PLC training for both the principal and GCC
- RTI Academy participation ensuring individualized approach regarding intervention development, implementation, and monitoring
- Collaboration with state ERL/ERS members (including ELEOT team walk through across regions)
- Kentucky Leadership Academy participation focused on PGES implementation
- Sessions facilitated by David Liben providing additional support for CCSS literacy implementation
- PBIS training and opportunities for coaching support
- Access to curriculum maps, assessments, and aligned resources
- Extended Learning Programs providing targeted students with additional learning opportunities (three days a week for an additional 1.5 hours)
- District dashboard access providing opportunities for data manipulation, item analysis, behavior data monitoring, etc.

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- Goal Clarity Coaches selected by the schools and funded by the district to facilitating PLCs, coach teachers, co-teach, support progress monitoring, etc.
- Additional professional development/training opportunities focused on systems training, strategic planning, etc.

***Districts are not required to address “permissible activities”. However, if a district includes permissible activities it may do so in the spaces below.***

**Turnaround Model (KY HB 176 Restaffing Model) Permissible Activities:**

*Identify the district pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.*

The district will participate in all activities sponsored by the Kentucky Department of Education related to Priority School work. Additionally, the district will provide professional development and/or information sessions to the school leadership team and to the Site Based Decision Making/Advisory Council as to appropriate and allowable activities and expenses. There are no pre-implementation activities that require SIG funding.

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**Year 1 Budget**

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**District** Jefferson County

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
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MUNIS Code	Description of Activity	Amount Requested
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MUNIS Code	Description of Activity	Amount Requested
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<b>Total Amount Requested</b>	<b>\$</b>
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**Year 2 Budget**

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**District** Jefferson County Public Schools

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
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<b>Total Amount Requested</b>	<b>\$</b>
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**Year 3 Budget**

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**District** Jefferson County Public Schools

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<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
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MUNIS Code	Description of Activity	Amount Requested
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<b>Total Amount Requested</b>	<b>\$</b>
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**District** Jefferson County **School** Myers Middle School

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**Commitment To Serve**

*Identify the school-level literacy and math data from the most recent state assessment and describe what it reveals about student achievement. Include specific information regarding achievement gaps.*

Student achievement at Myers Middle School is heavily weighted at the novice and apprentice level for both reading and math. Three out of every four students at Myers Middle School read below the proficient level. Nine out of ten students perform math below the proficient level. Gap students make up approximately 93% of the Myers student population, so achievement and gap scores are similar. With close to 50% of the students performing at the apprentice level in math, a critical next step would be to provide additional support focused on math instruction. With this additional support there are a large number of students that could be moved one performance level to achieve proficiency.

Literacy Data

The following data is from the 2012-13 Kentucky Performance Rating for Educational Progress (K-PREP) Assessment.

Grade	% Novice	% Apprentice	% Proficient	% Distinguished
6th	61.1	21.0	16.2	1.7
7th	48.8	25.6	24.4	1.2
8th	51.7	23.9	20.9	3.4

Gap Group	% Novice	% Apprentice	% Proficient	% Distinguished
All Students	53.0	24.5	20.5	1.9
Male 57.2		21.3	20.0	1.5
Female 47.6		28.7	21.1	2.5
White (non-Hispanic)	40.4	30.7	24.4	4.4
African American	63.6	20.3	15.1	1.0
Hispanic 45.6		26.6	27.8	0.0
Limited English Proficiency 65.1		18.6	16.3	0.0
Free/Reduced Lunch	56.2	23.7	19.3	0.8
Disability with an IEP	69.7	15.2	13.1	2.1
Non-duplicated gap group	55.5	23.9	19.4	1.2

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The KPREP data indicates that more than three out of every four students at Myers Middle School is reading below grade level proficiency. The percentage of gap students that are below proficiency is in line with overall school results, and sometimes even higher than the overall school rate (all students – 77.5%, male – 78.5%, female – 76.3%, white – 70.1%, African-American – 83.9%, Hispanic – 72.2%, LEP – 83.7%, free/reduced lunch – 79.9%, ECE – 84.9%).

The following data is from the EXPLORE assessment given to all 8th grade students in September of 2013 as a part of Kentucky’s Accountability model. Students are required to receive a score of 13 to meet the College Readiness benchmark in English, and a score of 15 to meet the College Readiness benchmark in Reading. Additionally, Jefferson County Public Schools administers a practice EXPLORE diagnostic to all 7th grade students in the fall and spring.

8th grade EXPLORE

EXPLORE Assessment	# of students meeting benchmark	% of students meeting benchmark
English (13)	87	33.6
Reading (15)	38	14.7

7th grade EXPLORE Diagnostic (fall)

EXPLORE Assessment	# of students meeting benchmark	% of students meeting benchmark
English (13)	38	16.8
Reading (15)	15	6.6

The EXPLORE data indicates that 67.4% and 85.3% of students at Myers failed to meet the College Readiness benchmark for English and Reading, respectively. This data is consistent with the literacy results from Kentucky’s KPREP assessment.

The EXPLORE diagnostic data shows that as 7th graders, students at Myers are even more ill-prepared for college. This diagnostic assessment shows that 83.2% and 93.4% of students do not meet the College Readiness benchmark for English and Reading, respectively.

District-designed reading proficiencies are given to students in sixth-eighth grade to benchmark progress throughout the school year.

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District Reading Proficiency Assessment Results for the 2013-14 School Year

Reading Grade	Proficiency #1					Proficiency #2				
	%N	%A	%P	%D	%P/D	%N	%A	%P	%D	%P/D
6th	65.2	7.7	21.3	5.8	27.0	54.1	9.6	24.3	11.9	36.2
7th	76.7	19.7	3.6	0.0	3.6	78.4	15.4	5.7	0.4	6.2
8th	76.2	15.1	7.0	1.6	8.7	77.1	14.2	8.7	0.0	8.7

The data from the first two proficiency assessments in reading indicate a slight improvement in the number of students that are performing at the Proficient level. The increase in proficiency was most notable in the 6th grade, with an increase of 9.2%. The overall increase is likely the result of school-level implementation changes resulting in a greater degree of assessment fidelity.

Mathematics Data

The following data is from the 2012-13 Kentucky Performance Rating for Educational Progress (K-PREP) Assessment.

Grade	% Novice	% Apprentice	% Proficient	% Distinguished
6th	44.1	46.3	8.3	1.3
7th	36.0	52.5	9.9	1.7
8th	43.2	45.7	10.7	0.4

Gap Group	% Novice	% Apprentice	% Proficient	% Distinguished
All Students	39.8	49.1	10.0	1.1
Male	40.6	50.2	7.9	1.2
Female	38.8	47.6	12.6	0.9
White (non-Hispanic)	28.9	56.4	14.2	0.4
African American	48.6	45.2	5.7	0.5
Hispanic	31.6	49.4	16.5	2.5
Limited English Proficiency	44.2	43.0	10.5	2.3
Free/Reduced Lunch	42.2	48.7	7.8	1.3
Disability with an IEP	58.6	37.2	2.1	2.1
Non-duplicated gap group	42.3	48.7	7.8	1.2

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The KPREP data indicates that nearly nine out of every ten students at Myers Middle School is below grade level proficiency for mathematics. The percentage of gap students that are below proficiency is in line with overall school results, and sometimes even higher than the overall school rate (all students – 88.9%, male – 90.8%, female – 86.4%, white – 85.3%, African-American – 93.8%, Hispanic – 81.0%, LEP – 87.2%, free/reduced lunch – 90.9%, ECE – 95.8%).

The following data is from the EXPLORE assessment given to all 8th grade students in September of 2013 as a part of Kentucky’s Accountability model. Students are required to receive a score of 17 to meet the College Readiness benchmark in Mathematics. Additionally, Jefferson County Public Schools administers a practice EXPLORE diagnostic to all 7th grade students in the fall and spring.

8th grade EXPLORE

EXPLORE Assessment	# of students meeting benchmark	% of students meeting benchmark
Mathematics (17)	19	7.3

7th grade EXPLORE Diagnostic (fall)

EXPLORE Assessment	# of students meeting benchmark	% of students meeting benchmark
Mathematics (17)	1	0.4

The EXPLORE data indicates that 92.7% of students at Myers failed to meet the College Readiness benchmark for Mathematics. This data is consistent with the literacy results from Kentucky’s KPREP assessment.

The EXPLORE diagnostic data shows that as 7th graders, students at Myers are even more ill-prepared for college. This diagnostic assessment shows that 99.6% of students do not meet the College Readiness benchmark for Mathematics.

District-designed math proficiencies are given to students in sixth-eighth grade to benchmark progress throughout the school year.

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District Mathematics Proficiency Assessment Results for the 2013-14 School Year

Math	Proficiency #1					Proficiency #2				
	Grade	%N	%A	%P	%D	%P/D	%N	%A	%P	%D
6th	45.5	30.3	18.2	6.1	24.2	60.5	29.6	8.5	1.4	9.9
7th	67.2	22.4	9.9	0.4	10.3	72.3	17.7	9.7	0.4	10.1
8th	59.5	34.7	4.1	1.8	5.9	45.3	37.6	11.5	5.6	17.1

The data from the first two district proficiency assessments indicates an overall slight decline in student proficiency. The most distinct decline occurred in the 6th grade with a drop of 14.3% of students performing at a proficient level, while the 8th grade generated an increase of 11.2% in their students' proficiency.

*Identify the school-level non-cognitive data and explain how these factors affect student achievement. Non-cognitive data must include attendance, behavior referrals, suspension and retention rates. Address drop-out and graduation rates, if applicable.*

Non-Cognitive Data, Myers Middle School

**Attendance Data**

	June 2013 Baseline		October		December	
	Class Count	Percent Present	Class Count	Percent Present	Class Count	Percent Present
<b>6th Grade</b>	--	93.5	263 96	7 249	95 0	
<b>7th Grade</b>	--	93.5	259 95	8 257	94 3	
<b>8th Grade</b>	--	92.6	267 95	8 258	94 1	
<b>Total Student Attendance</b>	--	93.0	789 96	1 764	95 7	
	<b>Count</b>	<b>Percent Present</b>	<b>Count</b>	<b>Percent Present</b>	<b>Count</b>	<b>Percent Present</b>
<b>Teacher Attendance</b>	--	95.7	51 98	7 53 95.7		

Myers Middle School has maintained an overall high attendance rate, but that rate has slightly slipped for both students and teachers over the course of the 2013-14 school year. For the first quarter of the school year, our overall attendance rate was 96.1% for all students and 98.7% for teachers. For the second quarter of the school year, our overall attendance was down to 95.7% for all students and 95.7% for teachers.

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Aspects of Myers Middle School’s non-cognitive data both contribute to and sometimes inhibit student academic achievement. Myers has extremely high student and teacher attendance rates. It is evident that students and teachers want to be here and their presence has the potential to contribute to higher academic achievement. Student retention rates are at a very low level, which shows the school’s commitment to helping students succeed and progress. The retention number is low because of various efforts to provide students with opportunities to recover credits and earn points back to ensure students the opportunity to pass a class. Student behavior data is evidence of our teachers’ struggles with managing student behavior in the classroom. Nearly one half of the school population has received at least one referral and the average student that has received a referral has been disciplined on nearly four different events. Student behavior that reaches the level of a referral not only leads to academic struggles for the student that has misbehaved, but often also has a negative spillover effect on the students around him/her. Unfortunately, all too often student misbehaviors escalate to the point where students are suspended from school. In an effort to remedy this occurrence, Myers has instituted a Positive Alternative to School Suspension program where students that would typically be suspended are instead diverted to an academic and social support program that is off campus, and the student is not officially suspended. This program has greatly reduced the number of suspensions.

**Retention Rate**

	2012-13		2013-14	
	Goal	Retention Rate	Goal	Retention Rate
<b>6th Grade</b>	2.0 1.1 1.0			--
<b>7th Grade</b>	2.0 2.7 1.0			--
<b>8th Grade</b>	2.0 1.1 1.0			--

Through credit recovery efforts throughout the school year, Myers Middle School has been able to limit the number of students retained from one year to the next. There were 1.1% of 6<sup>th</sup> and 8<sup>th</sup> grade students retained and 7<sup>th</sup> grade had a higher rate of 2.7% of students retained.

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Identified Group and Issue	Behavior Intervention	1st Six Weeks		2nd Six Weeks	
		Goal	Actual	Goal	Actual
All Students suspension	PBIS, PAC, PASS	10	7	10	25
African American male students suspension	PBIS, PAC, PASS	3	3	3	13
ECE students suspension	PBIS, PAC, PASS	1	1	1	4

The behavior data at Myers Middle School indicates a significant increase in the number of suspension events from the first six weeks of school to the second six weeks. This increase is consistent through all measured groups. The interventions in place are as follows: Tier 1: Positive Behavior Interventions and Supports (PBIS), Tier 2: Positive Action Center (PAC), and Tier 3: Positive Alternative to School Suspension (PASS) program.

*Based on the academic and non-cognitive data, identify the causes and contributing factors to low student achievement and performance gaps in literacy and math. Include an analysis of these factors that demonstrates the need for improvement.*

There are many factors that demonstrate the need for improvement in both reading and math. The factors that the school has attempted to impact are as follows:

- fostering a culture of respect among students and staff
- communicating a consistent school-wide focus on high academic expectations to staff, parents and students
- ensuring that teachers use rigorous, authentic standards-based instructional strategies to meet the unique needs of all students
- establishing a school organizational structure to maximize student achievement
- ensuring the school advisory council is supporting improvements at the school
- implementing processes to monitor school programs for effectiveness and desired impact on student achievement

These factors have been identified through various assessments and have influenced improvement efforts over the past two years. Although the school has continually worked on improving these areas, the low academic performance in literacy and math has influenced the decision to pursue the restaffing turnaround model.

*Summarize the Diagnostic Review results. Based on the audit, identify the literacy and math resources and related supports that are needed to improve student achievement.*

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Below is the progress monitoring of previously identified deficiencies (2011-12 Leadership Assessment) taken from the Myers Middle School Diagnostic Review (2/25/14).

<b>Deficiency</b>	<b>Recommended Next Steps</b>	<b>Degree of Implementation</b>
The principal has not fostered a culture of respect among students and staff.	The principal should engage all stakeholders in building a school community of respect and ownership in the success of all students. The principal should ensure consistent respectful behavior is exhibited by all members of the school community. The principal should ensure fair and consistent implementation of a school wide behavior management plan with expectations clearly communicated to all staff, students and parents. All staff members should ensure orderly classrooms, hallways and common areas in order to provide a safe and positive learning environment. The principal and school council should develop tiered consequences for misbehavior that explores alternatives to suspensions and changes behavior patterns.	This deficiency has been partially addressed.
The principal has not clearly communicated a consistent school wide focus on high academic expectations to staff, parents, and students.	The principal should communicate clear, concise and explicit expectations for all staff to build capacity in the school community. The principal should ensure all staff members are consistently held accountable for non-negotiable expectations in their roles and responsibilities for student learning. The principal and school council should engage students, parents and staff in developing a community of support focused on high academic achievement. All stakeholders' input should be sought and valued in decision making focused on student educational needs.	This deficiency has been partially addressed.
The principal has not ensured that teachers use rigorous, authentic standards-based instructional strategies to meet the unique needs of all students.	The principal should assure that classroom instruction is rigorous, relevant, engaging and motivating to meet the needs of a diverse student population. The principal should promote the expectation that teachers use assessment data to drive instruction. Teacher-designed assessment tasks should require students to use inquiry, problem-solving, and critical thinking skills at a proficient level. Principals should provide teachers with meaningful feedback regarding instructional	There is little or no evidence of improvement with regard to this deficiency.

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Deficiency	Recommended Next Steps	Degree of Implementation
	and assessment practices that will close achievement gaps and maximize student learning.	
The principal has not effectively established a school organizational structure to maximize student achievement.	The principal should establish clear, formal processes for budget funds requests and allocations to support achievement. Requests and approval must be linked to goals and objectives of the school improvement plan. The principal and council should review the allocation of all funds to support classroom instruction including the allocation of staff needed for optimal school operation. All staffing decisions should be based on student academic needs. School day and class schedules should be reviewed through best practices research for middle level learners to allow for required and elective class choices for all students.	There is little or no evidence of improvement with regard to this deficiency.
The principal has not ensured the school council is fully functioning as the governing body of the school.	The principal should lead the council to ensure that it serves as the governing body of the school within the confines of the KRS 160.345. The principal and council should ensure all required and best practice policies and by-laws are adopted. The principal should lead the council in developing and adopting policies that have clear procedures and are implemented and monitored with progress reports in a timely fashion. The principal should ensure all council committees are fully functioning. The principal and council should lead the school in achieving recommended goals in the areas of academic performance, learning environment and efficiency in attaining student proficiency.	There is little or no evidence of improvement with regard to this deficiency.
The principal has not established processes to monitor school programs for effective implementation and desired impact on student achievement.	The principal should develop processes to monitor all school efforts. Meetings should be documented with agendas, sign-in sheets, minutes and next steps. All data should be analyzed for improvement of student achievement and behaviors. School improvement plans should be routinely monitored through data analysis and should guide how the school will improve student achievement, school culture and classroom	There is little or no evidence of improvement with regard to this deficiency.

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Deficiency	Recommended Next Steps	Degree of Implementation
	instruction. Implementation and impact checks should be used to monitor plan goals and objectives for their effectiveness towards improvement. All staff should be held accountable for improvement in student learning, discipline and engagement of parents in moving students toward learning expectations.	

Myers Middle School received the results of the leadership diagnostic on February 25, 2014. A diagnostic review team of seven educators including system practitioners, classroom teachers, parents, and college/university educators conducted on site visits from January 27-29, 2014 at Myers Middle School. The principal and his leadership team gave a formal presentation on the first day of the visit to the diagnostic review team which focused on recent improvements, 2012 Leadership Assessment deficiencies, and future plans.

In preparation for the visit, representatives from Myers Middle School completed the Self-Assessment, Executive Summary, Student Performance Diagnostic, Stakeholder Feedback Diagnostic, KDE Needs Assessment, and Missing Piece Diagnostic required by the diagnostic review team. The school also conducted surveys of staff, students, and parents. Survey results were used to guide indicator ratings by the team. In addition, the school provided the team with documents and artifacts to support the indicator ratings of the Self-Assessment.

During the on site visit, the diagnostic review team conducted 67 live interviews of school leaders, advisory council members, teachers and support personnel, parents and community members, and students. Diagnostic review team members also conducted 40 classroom observations spending 20 minutes in each classroom using the Effective Learning Environment Observation Tool (ELEOT).

The report received by the school was organized around the five AdvancEd standards and 33 indicators aimed at supporting continuous school improvement. The five standards include:

- Standard 1: Purpose and Direction
- Standard 2: Governance and Leadership
- Standard 3: Teaching and Assessing for Learning
- Standard 4: Resources and Support Systems
- Standard 5: Using Results for Continuous Improvement

Several themes developed as areas of concern for the team through the course of the review of the standards and indicators for school improvement. These concerns included issues relevant to:

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- Purpose and direction, shared values and beliefs
- Instructional supervision
- Learning environment
- Use of data
- Stakeholder involvement
- Building teacher capacity
- Resources

The review team highlighted 12 Improvement Priorities with eight of the Improvement Priorities falling within Standard 3: Teaching and Assessing for Learning. The report also included 21 additional Opportunities for Improvement with actions recommended across all five standards.

The final recommendation to the Kentucky Commissioner of Education from the diagnostic review team was that the principal does not have the capacity to lead the turnaround work at Myers Middle School and should be removed.

The tables below indicate the specific Improvement Priorities recommended by the diagnostic review team as well as a look at any progress toward addressing the previous deficiencies highlighted in the 2012 leadership assessment conducted upon designation of Myers Middle School as a Priority School.

<b>AdvancED Indicator for School Improvement</b>	<b>Improvement Priority Statement-Recommendation</b>
2.1 – The governing body establishes policies and supports practices that ensure effective administration of the school.	Review, revise and adopt policies and support practices that ensure effective administration of the school to support the school’s purpose and direction.
3.1 – The school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Create a process that ensures the curriculum is implemented with fidelity to provide challenging and equitable learning experiences leading to the next level success for all students. Ensure the process is a continuous and collaborative effort among teachers to carefully align course content and performance standards.
3.2 – Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Develop and implement a school-wide process in which all staff collect and use data to monitor, adjust, and evaluate curriculum, instruction, and assessments to improve the learning environments and quality of education for all students.

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<b>AdvancED Indicator for School Improvement</b>	<b>Improvement Priority Statement-Recommendation</b>
5.2 – Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Ensure there is a systemic process to evaluate the effectiveness of the organizational conditions that support student learning.
3.3 – Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Through a collaborative process, develop procedures that can be systemically implemented that will ensure all teachers are consistently engaging students in learning activities, such as collaboration, self-reflection, problem-solving, development of critical thinking skills, etc., that result in achievement of learning expectations. Ensure that the process is well documented and includes methods of monitoring for effectiveness.
3.4 – School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	Monitor instructional practices through supervision and evaluation beyond classroom observations to ensure they are aligned with the school’s values and beliefs about teaching and learning, are directly engaged with all students in their learning, and use content-specific standards. Ensure that continuous support for teachers is provided through coaching, mentoring, professional development, PLC framework, etc. to improve the instructional practices of all teachers.
3.6 – Teachers implement the school’s instructional process in support of student learning.	Create and systemically implement an instructional process that clearly informs students of learning expectations and standards of performance. Ensure that the process 1) includes the use of exemplars to guide students’ work, 2) relies on the use of multiple assessments to inform ongoing modification of instruction, and 3) provides students with timely and specific feedback about their learning.
3.9 – The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student’s educational experience.	Establish and implement a formalized structure that provides all students with a long-term and authentic adult advocate that serves the students’ learning, thinking, developmental, and life skills.

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<b>AdvancED Indicator for School Improvement</b>	<b>Improvement Priority Statement-Recommendation</b>
3.11 – All staff members participate in a continuous program of professional learning.	Ensure that all staff members participate in a rigorous, continuous program of professional learning that is aligned with the school’s purpose and direction and based on an assessment of needs of the school and the individual. Evaluate the effectiveness of the professional learning through a rigorous and system process to confirm that the learning is applied and improves instruction, student learning, and the conditions that support learning.
3.12 – The school provides and coordinates learning support services to meet the unique learning needs of students.	Use data to systematically and continuously identify and address the learning needs of all students at all levels of proficiency. Ensure that the unique learning needs of students are identified and supported to improve performance.
5.3 – Professional and support staff are trained in the evaluation, interpretation, and use of data. 5.4 – The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Develop and implement a rigorous, individualized program of professional learning to systemically train and assess staff members in the evaluation, interpretation and use of data. Ensure staff members continuously use data to design, implement, and evaluate student learning and plan for success at the next level.

Audit results indicate the need for continuous support for teachers through coaching, mentoring, professional development, and implementation of the PLC framework. The instructional staff must improve their ability to provide challenging and equitable learning experiences for all students that are aligned to standards and result in achievement of learning expectations in all content areas; but specifically in the areas of Math and Reading. This learning process would be facilitated and guided by the KDE Educational Recovery staff that will be in the building during the school year.

*Describe why this intervention model was selected to meet the improvement needs of the school.*

Leadership assessments, staff surveys, and culture and equity audit results all indicate a need to improve the culture and climate of the school to one that believes in and fosters positive student academic performance. Efforts over recent years have resulted in mixed results and there is a continuing need to cultivate an environment of high expectations, collaboration, support, and rigor. One of the most expedient ways to change the climate of the building is to bring in a new staff that will promote a culture

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that acknowledge established non-negotiables that are aligned to the improvement efforts outlined in this application and the school improvement plan. As a school within a large, urban area, there are a large number of potential applicants to fill the positions created by adopting the restaffing model. The district has had experience with restaffing and is confident that this model selection will work.

**Required Turnaround Activities**

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**Please Note:** You may only type in the gray areas.

*Will the principal be replaced? (A principal hired in the last two years as part of an intervention plan does not have to be replaced). Documentation must be submitted verifying the hire date for both a newly hired and retained principal.*

The principal of Myers Middle School, Jack Baldwin, was hired February 20, 2012 to lead the school in its reform efforts after it was identified as a priority school in 2012 (see attached hire date form). The most recent leadership assessment results delivered February 25, 2014 found that the principal does not have the ability to lead the intervention and should be removed (as established in KRS 160.345). The superintendent will select a new principal to lead the reform efforts at Myers.

*Describe the operational flexibility (e.g., staffing, calendars/time, and budgeting) the principal will have throughout the implementation of this plan to substantially improve student achievement in literacy and math.*

Priority schools have the ability to write a special budget request to the district to request funding for a program that will support the work at the school. These requests are carefully considered by the superintendent and funded if found to be central to the work. An example of one of these requests was to fund a partnership with a local church to support the culture work in the school. The district works to fund programs that priority schools have identified as a need. For example, Myers Middle School is currently participating in an extended learning program offered three days a week to support student learning. Students are provided a third meal and transportation. This opportunity has provided students another means to learn the standards that they have not yet mastered.

Additionally, the principal has been given an extra twenty extended days on his calendar. The purpose of these days is to improve student achievement. The principal is required to submit a calendar with extended days that is approved by the assistant superintendent.

The district, through the assistant superintendent, will broker resources for immediate school needs. The school's assistant superintendent will also serve as a liaison between the principal and district directors to promote flexibility in securing services and resources. The principal will have additional flexibility to hire staff, to develop a calendar

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for securing the services and resources, and for developing the budget. Language from the teacher contract states:

*Any school identified as a Priority School under KRS 160.346 by the Kentucky Department of Education will be exempt from any requirements in this Agreement that mandate placement of voluntary or overstaffed employees until such time as the school is no longer identified as low achieving. Any such school shall participate in the transfer process but will not be required to select any staff from the transfer list. Priority Schools may receive their transfer list one week earlier than other schools. In an effort to recruit, retain, and develop highly effective teachers in Priority Schools, the Employer and the Association agree to work in cooperation to provide incentives that could possibly include but are not limited to, National Board Certification, Graduate degree completion, continuing education tuition reimbursement, and/or paid professional development opportunities that pertain to challenges within Priority Schools. The Parties agree that pursuant to state law, the provisions of this collective bargaining agreement shall not supersede the statutory requirements for Priority Schools.*

*Explain the process used to measure the effectiveness of staff to determine those that will be retained. (Must rehire no more than 50% of staff, select new staff)*

On May 10, 2010, the Jefferson County Board of Education approved the Kentucky Teacher Standards as the standards used to screen and hire the faculty and staff at schools implementing the turnaround model. These standards measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students. The standards include:

- Standard 1: The Teacher Demonstrates Applied Content Knowledge
- Standard 2: The Teacher Designs and Plans Instruction
- Standard 3: The Teacher Creates and Maintains Learning Climate
- Standard 4: The Teacher Implements and Manages Instruction
- Standard 5: The Teacher Assesses and Communicates Learning Results
- Standard 6: The Teacher Demonstrates the Implementation of Technology
- Standard 7: Reflects on and Evaluates Teaching and Learning
- Standard 8: Collaborates with Colleagues/Parents/Others
- Standard 9: Evaluates Teaching and Implements Professional Development
- Standard 10: Provides Leadership Within School/Community/Profession

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Each standard has a number of indicators that provides detailed information about the standards and contains a rubric that ranges from initial-level performance to advanced-level performance.

The re-staffing process includes the following steps:

- The schools using the Turnaround (Re-staffing) Option will overstaff their certified instructional staff and move through a screening and selection process, using the Kentucky Teacher Standards adopted by the local board, for hiring those teachers currently in the building who want to remain.
- When the selection committee determines which teachers would remain in the school, those not selected will have the opportunity to request transfer.
- The school-based selection committee will be comprised of two Jefferson County Teachers' Association (JCTA) representatives and two administration representatives.

*Identify the strategies in place (e.g., financial incentives, opportunities for promotion, flexible working conditions) that are designed to recruit, place and retain effective staff.*

Under the current teacher contract, as an enticement for teachers to transfer to a Priority School, the Employer and the Association agree to work in cooperation to provide incentives that could possibly include but are not limited to, National Board Certification, Graduate degree completion, continuing education tuition reimbursement, and/or paid professional development opportunities that pertain to challenges within Priority Schools.

Teachers are rewarded through multiple opportunities within the building. The staff has had the opportunity to work in the after school program during the current school year. Not only were staff pleased to have the additional time to meet individual students' learning needs, they were also paid to work this additional time. There are also multiple opportunities for staff to be leaders in the school and in the district. Priority schools have been provided additional, ongoing learning opportunities (i.e. systems training, frequent priority school meetings, etc.) to enhance practice and create a network promoting communication and shared resources/strategies/systems. As a result, many of the priority schools are on the cutting edge of new strategies and are willing and able to share their knowledge with others. The superintendent and human resources department work closely with priority schools to move administrative staff members that are deemed barriers to student achievement. In many cases, teachers who are not meeting the needs of students are also helped to find more appropriate placements.

The human resources department works closely with priority schools to provide them top-quality teaching staff when there is a vacancy. These schools are exempted from the rules of the teachers' union contract around hiring off of the transfer list. Although

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there are many quality teachers on the list and schools have access to them, they are not required to take those teachers. When new teachers are hired, the academic department conducts a New Teacher Institute for all teachers in the district but added two days designed specifically for priority school teachers.

*Describe the on-going, job-embedded professional development, designed with staff input, that is aligned to the school's literacy and math improvement goals and curricula.*

Myers Middle School did not meet the delivery targets established by the Unbridled Learning accountability system in either Mathematics or Reading (see table below). These targets continue to grow annually, making the achievement of the next target even more difficult. Professional development is a critical component for reaching the math and literacy goals.

**KPREP Delivery Targets**

<i>Mathematics</i>	2011-12		2012-13		2013-14		2014-15		2015-16	
	School	State	School	State	School	State	School	State	School	State
Delivery Target	Baseline Year		27.3	46.5	35.4	52.5	43.4	58.4	51.5	64.4
Actual Score	19.2	40.6	10.8	40.7						
Met Target	--	--	No	No						
<i>Reading</i>	2011-12		2012-13		2013-14		2014-15		2015-16	
	School	State	School	State	School	State	School	State	School	State
Delivery Target	Baseline Year		28.7	52.1	36.6	57.4	44.6	62.8	52.5	68.1
Actual Score	20.8	46.8	22.7	51.1						
Met Target	--	--	No	No						

The following strategies, utilizing SIG funds, will promote school improvement efforts:

- Professional development will support professional learning teams to collectively establish classroom assessment, select appropriate differentiated instructional strategies, and respond to struggling students with targeted interventions.
- Solution Tree, an educational consulting firm, will provide professional development to all staff for effectively establishing PLCs. Solution Tree will also provide monthly professional development to teachers and school leaders to aid in the development of teacher-led PLCs.
- Myers Middle School will be instituting a new master schedule for the 2014-15 school year that includes a daily embedded professional development/PLC period that will allow the school to address instructional needs quickly and provide the necessary on-going support for students in a collaborative, capacity building environment.

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- Myers is working to provide release time for teachers during the school day so that there can be extended planning and learning time for PLCs.
- The district content specialists will be available to consult with school leaders to help Goal Clarity Coaches and/or department heads create effective professional development to support student learning.

*Identify the new governance structure (e.g., hire turnaround leader, contract with a management company, SBDM Council loses authority) in place and explain why it was selected.*

The council at Myers Middle was placed in advisory capacity based on the February 2014 findings of the School Leadership Assessment Report. The statement below is taken directly from the report (page 66):

Council Authority –  
School council does not have the ability to lead the intervention and does not have the capability and capacity to continue its roles and responsibilities established in KRS 160.345.  
The school council shall be retained in an advisory capacity.

This advisory council operates with the understanding that all actions are merely recommendations to the school superintendent or designee.

The assistant superintendent and the principal will work closely with the SBDM specialist to map out a plan for the advisory council as they work toward resuming their authority as an SBDM council.

*Describe the research based literacy and math program that will address the previously identified causes and contributing factors to low student achievement. Explain how both programs are vertically aligned by grade and to state academic standards.*

Myers has refocused implementation on the following researched based programs/approaches:

- The district is focusing instructional efforts around Professional Learning Communities (DuFour, 2004). This approach is focused on ensuring that students learn through a culture of collaboration with an emphasis on results. The PLCs allow for schools to create their own pathways to success as measured by specific, established goals that are aligned to meet delivery targets in math and reading.
- The KCAS standards for literacy have been adopted by the state, district, and school. The district assessments and other resources will be used as a platform to develop the standards based curriculum applied within the school.

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- Literacy – *READ 180* is a research based literacy program designed for raising student achievement with all student populations and multiple grade levels. *READ 180* is a thoroughly researched reading intervention program.
- Mathematics – Math in Focus is an authentic Singapore math curriculum that supports the goals in Common Core State Standards for mathematics research-based pedagogy in the classroom. Math in Focus highlights problem solving as the focus of mathematical learning. The complete program teaches concepts using a concrete-pictorial-abstract learning progression to anchor learning in real-world settings. It provides hands on experiences, mathematical discourse through discussion, conceptual understanding, and visual learning.

*Describe the plan for the continuous use of student data (e.g., formative, interim, summative assessments) to inform and differentiate instruction and how it will be integrated with the implementation of school-wide response to intervention.*

Using data to measure depth of student understanding, conceptual development and skill development is critical to enhancing student achievement. Each grading period, our teachers will administer district designed proficiency assessments aligned to state standards and utilize **CASCADE (Classroom Assessment System and Community Access Dashboard for Education)** a web-based data collection system, to disaggregate scores, identify learning gaps, and track individual student and school growth. PLC leaders will communicate progress and next steps with the ILT.

JCPS has developed an assessment system that requires schools to participate in four district proficiencies centered on the core content areas. The results of these proficiencies are used by the school to analyze the instruction and make adjustments. Additionally, schools are required to use a diagnostic test. The district does provide a diagnostic test and schools have the option to use the provided assessment or to have PLCs create their own. The results of these assessments are stored in the district's data system, **CASCADE**. Schools can analyze the results of the district diagnostics and proficiencies in multiple formats.

The district is also an active partner in KDE's CIITS project. Teachers are creating formative assessments using CIITS. All of these priority schools use MAP as a formative assessment and use these results as well. The CSIP and the progress notes that accompany it are found on the ASSIST platform and all schools have experience using that to capture their work.

PLCs, the administration team, and the ILT will use Excel spreadsheets located on the school's Sky Drive to monitor progress of academic goals and other types of data longitudinally.

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The Myers Middle School leadership team will use individual student data from JCPS CASCADE reports, NWEA's (**N**orth **W**est **E**valuation **A**ssociation) **M**easures of **A**cademic **P**rogress (MAP) assessments for math and reading, the Scholastic Reading Inventory (SRI), the state accountability assessment system, and ACT Explore data to monitor student learning progress.

Intervention time will be scheduled into the instructional day and flexible grouping will be utilized to differentiate instruction and ensure all students achieve proficiency in all KCAS standards.

*Describe the schedules and strategies implemented to increase learning time (e.g., enrichment, core academic instruction, extended day, before or after school, additional PD/planning activities).*

The master schedule will be established to allow for core academic instruction in English Language Arts, Math, and provide academic interventions to maximize student contact time in these areas.

Embedded professional development for teachers will focus on PBIS (Positive Behavior Intervention Support) and PLC implementation, as well as having literacy and math content support across the curriculum.

Currently, the district is supporting an after school program for students at priority schools. This program runs three days a week from 2:20-5:00. Students receive instruction based on their own learning needs and also receive a third meal from the federal Nutrition Program. Transportation is provided for every student who needs it. Schools have reports that students are benefitting from the program and that parents/families appreciate the support as well.

*Identify appropriate social-emotional and community-oriented services provided for students and explain how they will reduce barriers to learning.*

The district has provided the Student Response team to support schools on three levels. There is an SRT team at the local school site that addresses most issues. There is a second tier of response at the regional level where a group of central office responders are called in to support the school in addressing a student's social needs. Then there is a third level of response, the district level SRT, that is called in to support the most needy students who are in a crisis and need the strongest supports. The supports at all three levels are designed to give the student, the family, the classroom and the school a menu of strategies and services to meet the needs. In addition, priority schools are all provided ongoing PBIS training and support enhancing the work of their SRTs and overall ability to meet the social-emotional needs of our students.

Our FRYSC also facilitates groups which meet the needs of special populations including the following:

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- Anger management
- Children of Divorce
- Peer Mediation
- Grief Groups
- Children of Incarcerated Parents

These programs groups are designed to meet the social and emotional needs of students to help reduce the risks of suspension, improve attendance rates, and reduce various barriers to learning.

Myers Middle School partners with many community groups to offer a variety of community-based experiences through which our students may enhance their social and emotional development:

- Jefferson County 4-H
- Walden Theater
- Girl Scouts of America
- Just Between Teens
- Seven Counties Services
- St. George's Community Center
- The Sons of Issachar at Canaan Christian Church,
- Adelante Hispanic Achievers
- Community Clubhouse

The Myers Family Resource Youth Services Coordinator (FRYSC) and community school liaison work with these groups to provide quality community based programs, identify students who would benefit from those programs, and ensure that the programs are based on the needs of the students, and tailored to assist Myers in reaching the goals of the CSIP.

***Districts are not required to address “permissible activities”. However, if a district includes permissible activities it may do so in the spaces below.***

**Turnaround Model (KY HB 176 Restaffing Model) Permissible Activities:**

**Please Note:** You may only type in the gray areas.

*Describe the new school model (e.g., themed, dual language academy, etc.) being implemented and how it will improve student achievement.*

Myers Middle plans to re-staff the school with teachers who are fully committed to the PLC process, job-embedded professional development, implementation of PBIS (Positive Behavior Intervention Support), and teaching, learning, and assessing according to the KCAS standards. Interdisciplinary team PLCs, department PLCs, and

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grade level PLCs will be designed so that teachers can examine student data and alter instruction according to the needs of the students. All teachers will attend summer professional development designed to build teacher capacity in the PLC process, student intervention, and standards based instructional practice. Ongoing job embedded professional development will be implemented at regular intervals to continue to keep teachers abreast of strategies to assist their students' educational growth. Student data will be used to monitor progress through regularly scheduled PLCs, and then ongoing interventions will be implemented for student success. School leaders will regularly monitor progress, give feedback as defined in the PGES system, and participate in collaborative conversations to improve instructional practice.

The Education Recovery staff from the Kentucky Department of Education and Goal Clarity Coaches from JCPS will play a key role in helping to supply the information necessary to Instructional Leadership Teams and councils to lead the turnaround work.

*Explain how the district plans to ensure the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of teacher seniority.*

The human resources department works closely with priority schools to provide them top-quality teaching staff when there is a vacancy. These schools are exempted from the rules of the teachers' union contract around hiring off of the transfer list. Although there are many quality teachers on the list and schools have access to them, they are not required to take those teachers. When new teachers are hired, the academic department conducts a New Teacher Institute for all teachers in the district but added two days designed specifically for priority school teachers (see Appendix).

*Describe the district plan to conduct periodic reviews to ensure the curriculum is implemented with fidelity and modified if ineffective.*

The Office of Curriculum Instruction has a department led by the assistant superintendent of curriculum and instruction and staffed with a director and content specialists. This department provides curriculum maps, both diagnostic and proficiency assessments and specialists who work closely with schools and/or departments around effective delivery of content to produce higher student achievement. There are additional content specialist to support Program Reviews and academic areas other than the core: music, art, and practical living. Additional support by content specialists will include strategies and support for school-based Response to Interventions (RTI) in our Priority Schools.

District personnel, including the area assistant superintendents, will regularly visit the school and perform classroom walkthroughs to ensure curriculum implementation aligned to pacing maps and appropriate grade level standards.

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District personnel, including the area assistant superintendents, will regularly monitor assessment results on district proficiencies as an indicator of curriculum implementation with fidelity.

*Describe how the district will provide additional supports and PD to teachers and principals to serve students with disabilities and limited English proficiency.*

Each priority school has assigned a full time Special Education Consulting Teacher. Duties include building school capacity in the following areas:

- Implement research based practices to close the achievement gap in reading, writing, and math for students with significant underachievement;
- Implement research based practices in teaching grade level content standards for students with significant underachievement;
- Deconstruct content standards for student with significant academic and cognitive deficits;
- Teach social skills for students with behavioral deficits;
- Teach organization, problem solving, and decision making for student with Executive Functioning deficits;
- Work with teachers in planning and executing co-taught classes;
- Develop and monitor Individual Education Programs, Functional Behavioral Assessments, and Behavior Intervention Plans;
- Collaborate with school-based ECE teachers to ensure that students are placed in their least restrictive environment; and
- Design and implement data collection systems as a basis for instruction.
- Priority schools participate in the Positive Behavior Intervention and Supports training, a three to five year training program to create multi-tiered system of proactive supports within a school. School supporters include a trainer, school based PBIS team, and external district level coach.
  
- Provide additional support specific to school needs. Topics may include Research Based Literacy Interventions, Co-teaching, Aggression Replacement Training, Understand the Rage Cycle, Classroom Management, and Teaching Intensive Students.

Relevant to support for English as Second Language students and programming:

- District and school ESL (English as a Second Language) personnel provide job embedded professional development and instructional support for all faculty members who serve ESL students.
- At Myers Middle School limited English proficient students (LEP) enrolled in the English as a Second Language (ESL) program receive English language development instruction daily in a separate class, taught by a teacher with ESL certification. These ESL classes focus on teaching LEP students academic

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English and literacy in the language of the content areas: English Language Arts, Math, Science, and Social Studies as well as the social instructional language necessary to communicate effectively within the school setting.

Describe plans, in secondary schools, to increase student enrollment in advanced course work including supports to ensure low-achieving students can take advantage of these programs.

- An advanced program test will be administered to incoming sixth graders and new students at the 7<sup>th</sup> and 8<sup>th</sup> grade level to Myers.
- Advanced program and honors classes are offered at each grade level in math and English Language Arts.

Describe transition activities from middle to high school such as summer transition programs or freshman academies.

There are several activities used to assist incoming sixth graders transitioning into middle school. First school leaders visit feeder elementary schools to discuss both Myers in general, but also to answer questions and describe the middle school environment to try to ease anxiety about the transition. Prospective students are invited to visit the school. In the spring, an open house is held for both students and their parents. Guided tours are offered to incoming students and their families to give familiarity to Myers and begin introducing them to their teachers. The school holds a 6<sup>th</sup> grade summer camp to allow students to meet classmates, to meet teachers, and to become accustomed to the school building and personnel.

To assist with the transition to high school, the eighth graders meet with the high school principal and counselors to learn about the various programs offered throughout the district. Once students learn their high school placement, the counselors then return to Myers and assist 8<sup>th</sup> graders with completing their course schedules and designing their four year course plan.

Identify the strategies in place to increase graduation rates.

The district has several systems in place to identify and support students considered at-risk of dropping out. These include:

- SmartEd – This system uses a wide variety of research-based factors that identify students that are most at-risk of dropping out of school. (Similar to KDE’s Persistence to Graduation Tool).
- Student Response Teams (SRT) – This team is composed of counselors and specialists that come work with the school when there is a student that is struggling and the school needs additional resources.

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- Louisville Linked – This evolving system is in place to match students with needs to the appropriate community agency that can meet that need.

At the school level, there are multiple supports in place. These include:

- Academic interventions – by remediating academic deficiencies early, the student does not fall behind and is less at-risk of dropping out. An example of this currently being offered is the extended school day.
- Behavior interventions – by supporting and adequately addressing behavioral issues, students will be less likely to drop out. This past year the school has done considerable work with PBIS.
- Social-Emotional support – the school counselors are available to work with students that are experiencing social or emotional problems. The school's FRYSC Coordinator also provides additional support. With students needing more specialized attention, community agencies can become involved (possibly through Louisville Linked) or the district Student Response Team may assist.

Describe the partnership with parents, organizations, and other agencies to create a safe school environment.

The Family Resource Youth Services Coordinator (FRYSC) and community school liaison work with outside agencies to provide quality community based programs and identify students who would benefit from participation in these programs. The coordinator ensures that the programs will address the needs of the students and are tailored to assist Myers in reaching the goals of the CSIP for student success. The agencies and programs help address the social and emotional needs of students reducing the risks of suspension, improving attendance rates, and reducing various barriers to learning.

Collaborations with higher education partners, including Dr. Roger Cleveland and Dr. Terry Scott, in the implementation of PBIS and cultural competency will continue on a regular basis. These partnerships were established in response to the high populations of at-risk students attending Myers.

Myers also has parent representatives on their advisory council and had two parents who completed the Governors Commonwealth Institute for Parent Leadership (GCIPL) training.

Myers Middle School partners with:

- Jefferson County 4-H
- Walden Theater
- Girl Scouts of America
- Just Between Teens
- Seven Counties Services

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- St. George's Community Center
- The Sons of Issachar at Canaan Christian Church,
- Adelante Hispanic Achievers
- Community Clubhouse

Identify the strategies implemented to improve school climate and discipline and explain how this will improve student achievement.

- Myers Middle utilizes the PASS (Positive Alternative to School Suspension) program for students who would have been suspended out of school due to suspendable offences. PASS is housed within a classroom off site, and staffed with an ECE certified teacher as well as an instructor. Myers Middle also utilizes the PAC (Positive Action Center) program where students are assigned when their behaviors are disruptive to the educational environment. In PAC students receive instruction on replacement behaviors with the goal being a reduction in the targeted behaviors and time spent out of the classroom as a result of the targeted behavior.
- Collaboration with higher education partners in the implementation of PBIS and cultural competency will also occur on a regular basis. These partnerships were established to meet the needs of an increased number of at-risk students attending Myers.
- Dr. Roger Cleveland, Eastern Kentucky University, will lead on-going cultural competency professional development to improve staff capacity to support the socio-emotional needs of Myers students. This district-supported initiative will continue and support the newly formed staff.
- Dr. Terry Scott, University of Louisville, will provide training and support to increase the capacity of adults at Myers to effectively manage student behaviors in classrooms. The administrative team will monitor the effectiveness of these partnerships by regularly reviewing student behavior data. Specific attention will be placed on student in/out of school suspensions and disciplinary referral volume and frequency.

*Describe how the school program has been extended to offer full-day kindergarten or pre-kindergarten.*

Myers Middle School serves students in grades 6-8 and does not have a preschool or kindergarten program.

*Describe the per-pupil school-based budget formula being implemented that is weighted based on student needs.*

In addition to funds provided by the SEEK formula and Title I, the district uses Section 7 funding to specifically provide schools funding based on student need. The following

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description is from the JCBOE: School Allocation Standards for Usage in FY 2014-2015 and Beyond – January 2014:

Section 7, item B states that additional amounts may be distributed “based on pupil needs identified by school councils in their adopted school improvement plans and designated by the Board. Money provided under this subsection shall be used only for the needs identified by the council from its adopted school improvement plan and designated by the Board.”

The Section 7 allocation is available to all regular instruction schools under this provision, and will be known as an equity allocation. This amount and the strategy or strategies to target at-risk students must be included in each school’s Comprehensive School Improvement Plan (CSIP).

It is the responsibility of instructional leadership at the school and district levels to ensure that these funds and strategies are embedded in the CSIP. These funds and strategies should target improved literacy and/or the mental health counseling needs of at-risk students. Intentional discussions with council representatives regarding evidence-based practices\* that can assist in improving literacy and/or meeting the mental health needs of students are imperative. In addition, schools should examine data and eliminate programs that are not producing the intended results.

The equity allocation is separate from and uses a different set of account codes than the site-based allocation. This separation of account codes will ensure the ability of all stakeholders to monitor the budgeting and expense trends of Section 7 allocations. Section 7 requests will be reviewed by a committee. Each school will submit a section 7 request form signed by the SBDM council. The form requires the council to document the proposed budget for the equity allocation. The form also requires an evidence-based justification for the planned strategies. The funds may be transferred in the course of the year within the account codes, as long as the transfer supports the original plan.

In addition to the Section 7 funding, for 2013-2014 school year the JCPS BOE set aside \$5,000,000 for Extended Learning Time (also known as ATTAIN) as well as \$2,500,000 for covering transportation. These funds were set aside for Priority Schools and other schools that demonstrated student need. Each school submitted a detailed plan to access these additional funds.

*Identify the school pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses should be reflected in the school budget.*

Myers Middle School will participate in all activities sponsored by the Kentucky Department of Education related to Priority School work. Additionally, the district will

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provide professional development and/or information sessions to the school leadership team and to the Advisory Council as to appropriate and allowable activities and expenses. There are no pre-implementation activities that require SIG funding.

**Actions**

*Explain how the district will monitor changes in instructional practice as a result of job-embedded professional development.*

The district will work collaboratively with the district specialists and the KDE Educational Recovery Staff to monitor changes in the instructional practice as a result of job-embedded professional development. The assistant superintendents and evaluation transition coordinators will be working closely with the school leadership teams to monitor the instructional practice as well. Analyzing data (i.e. behavioral, CASCADE, walk-through, etc.) and determining next steps is a key component to the turnaround work. The Education Recovery (ER) staff will also be active partners in this work. Because the Tier III schools have existing partnerships with the ER staff, these relationships will be already functioning effectively and will have immediate impact on the work.

Principals will collect data from PLC meetings (i.e., agendas, data, analysis sheets, etc.) to share with their instructional leadership and administrative teams to determine effectiveness of teams and next steps that are necessary to move the work forward and improve student achievement. The analysis of this information will help determine how to support the teams. As a result of these analyses, the Goal Clarity Coach or an administrator may need to provide a resource or provide more active support for the PLC. The assistant superintendent and ETC will also coach the principal based on these artifacts to help determine next steps. Myers will use 30-60-90 plans and quarterly reports to document their short term plans and identify the next steps.

All Priority Schools complete the KDE Quarterly Report. This tool is used for school self-monitoring, district monitoring, and state monitoring. The quarterly report provides data on formative assessments, summative assessments, academic interventions, behavioral interventions, and other cognitive and non-cognitive data. Additionally, each section of the Quarterly Reports has a reflection section that is completed by the school's Principal, ER staff, and instructional leaders. The reflection sections can contain information on which instructional practices are achieving the desired results, and which are not. In combination with the Quarterly Reports, the Priority School complete a 30-60-90 plan or other similar planning tools which details instructional strategies the schools are using to improve academic achievement. These 30-60-90 day plans support the school's Comprehensive School Improvement Plan (CSIP) and the district's Comprehensive District Improvement Plan (CDIP).

*Describe how school personnel will be assigned or reassigned, maximizing teaching and learning to address the school's improvement goals.*

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Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, all existing staff will be overstaffed. A screening and selection process, using the Kentucky Teacher Standards adopted by the local board, will be utilized for interviewing and selecting teachers currently in the building who want to remain as well as candidates new to Myers. No more than 50% of current staff will be rehired to work at Myers.

When the selection committee determines which teachers would remain in the school, those not selected will have the opportunity to request transfers.

The school-based selection committee will be comprised of two Jefferson County Teachers' Association (JCTA) representatives and two administration representatives. The administrative team will review data gained from teacher evaluations and classroom observations to determine teacher instructional strengths and areas in need of improvement. Upon review of teacher professional qualifications, the administrative team will assign teachers to the appropriate courses and grade-levels to maximize the achievement of the school's improvement goals in accordance with JCTA/JCBOE agreement.

Finally, Myers Middle School will actively work to retain teachers who possess the capacity to carry out the school's improvement goals. These teachers will subsequently provide professional support and leadership to newly hired staff to build their capacity to effectively carryout the school's improvement goals.

*Identify how the use of school-level funds from various sources will be changed to support the school's improvement goals.*

Myers Middle School will use all allocated staff positions to reduce class sizes and hire qualified reading and math resource teachers to support teachers in effectively carrying out the school's PLC initiative. Myers has also requested an additional budget allocation from JCPS to fund the hiring of instructional assistants who will collaborate with teachers to provide academic and behavioral interventions. Likewise, the Title I budget will align to the continued implementation of Professional Learning Communities (PLCs) and the development of the Positive Behavioral Interventions and Supports (PBIS) program.

While the level of funding from SIG funds cannot be maintained, the systems for curriculum alignment, mastery learning, formative and summative assessments, multiple interventions, and data analysis should become the new norm and a lasting culture for higher expectations for students and collaborative professional learning for staff.

The SIG will allow the school to build capacity on the front end that would set a foundation for the school to turnaround. Recently, the school has added additional reading and math teachers and a math coach from the school's local budget. The district has provided a Goal Clarity Coach and a Special Education Resource teacher to

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support school improvement efforts. Additionally, the principal at Myers will be given twenty extra work days in an extended calendar. These days are to be used to support improved student achievement. The principal will submit a calendar which is approved by the assistant superintendent. Funds for these positions have come from various sources including general fund, Title I, etc.

The school will provide embedded professional development to build teachers' capacity to provide effective instruction, develop quality formative assessments, and use the results of assessments to adjust instruction to meet needs of all students. Once the SIG funds are no longer available, the PD can be provided by in-house staff, as well as the Goal Clarity Coach.

By strategically using the master schedule, the school will be able to provide interventions and common planning periods. This structure supports implementation of effective PLCs focused on continued school change to improve student achievement.

*Identify ways family and community supports will be involved with providing meaningful input with planning, implementing and engaging partners in the school(s) intervention model for the next three years.*

Parents serve on the school's Advisory Council and will take part in the review, development, and feedback process pertaining to the school's improvement goals. Community school partners such as Jefferson County 4-H, Walden Theatre, and Adelante- Hispanic Achievers will work with the Community School Liaison to provide quality after school programs based on the goals of the school improvement plan and the Kentucky Common Core Curriculum. The Sons of Issachar tutoring and mentoring program sponsored by Canaan Church will provide students support aligned to the school's improvement goals. The aforementioned programs provide community engagement, academic and interpersonal skills that will help students as they navigate through middle school. Finally, two parents were trained in the Governor's Commonwealth Institute for Parent Leadership (GCIPL) and are actively recruiting additional parents to participate in the institute during the 2014-2015 school year.

Parents provide valuable feedback and input through the AdvancED surveys (ASSIST - "Missing Piece") and the district's Comprehensive School Surveys. The school's administrators, ILT, ERS team, and staff review this feedback through in order to engage all stakeholders.

*Describe the review process of policies and practices of the Board of Education and School Based Decision Making Council conducted to ensure there are no barriers to prevent the full implementation of this intervention model. Include the date(s) of the review. (This is not to ensure legally required policies are in place.)*

The JCPS Board of Education is engaged in a thorough review process of all district policies. The Curriculum and Instruction policies were revised and approved by the Board on January 13, 2014. The revised policies ensure that there are no barriers to

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prevent full implementation of the intervention model. Some of the new policies are strongly aligned with the model. For instance, Policy 8.111 Professional Learning Communities states that the district will support appropriate infrastructure and systems to support the PLC process of teachers working collaboratively to ensure academic achievement for each student.

The district provides sample SBDM policies to schools for use in developing school specific SBDM policies. A process is in place to ensure that all sample policies are aligned with JCBOE policies, applicable laws and administrative procedures.

Procedures to screen model/sample policies include the following steps:

- SBDM specialist will determine the applicable laws, JCBOE policies and administrative procedures that relate to the sample policy to be developed.
- SBDM specialist will contact the appropriate content specialist (for example, Assistant Superintendent for Diversity, Equity and Poverty Programs will be asked to review the sample Equity and Diversity policy) for assistance in drafting the SBDM sample policy.
- Once drafted, a copy of the sample policy will be forwarded to all cabinet members for final review and approval. SBDM specialist and content specialist will be available to meet with cabinet if necessary.
- Once approved, the policy and information about applicable laws, JCBOE policies and administrative procedures will be emailed to all SBDM principals.
- Additionally, the new sample policy will be highlighted in SBDM Connections and posted on the SBDM website.

Procedures to screen actual school policies include the following steps:

- SBDM specialist develops rubrics for each sample policy based on applicable laws, JCBOE policies and administrative procedures to ensure clarity and quality as well as legal compliance.
- All council-approved SBDM policies are forwarded to the SBDM specialist for review against the rubric. The SBDM specialist provides feedback to the council, if necessary.
- Implementation of this review process begins once SBDM sample policies are forwarded to the SBDM principals.
- The district SBDM Specialist completed a review of the Myers Middle School policies on 2/18/14 and will be providing feedback and guidance to the Advisory Council.

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*Identify the school and district policies and/or practices (e.g., curriculum, instructional practices, staffing, calendars/time/schedule, class offerings, budgeting, etc.) that have been changed to ensure the school is able to implement the improvement plan with fidelity.*

The JCPS Board of Education is engaged in a thorough review process of all district policies. The Curriculum and Instruction policies were revised and approved by the Board on January 13, 2014. The revised policies support the implementation of the intervention model (i.e. Policy 8.111 Professional Learning Communities).

The district has supported priority schools by providing focused professional development aligned with the identified school needs. The PD is focused on effective classroom instruction, which includes professional learning communities, closing the opportunity gap, and differentiating instruction. Some examples include:

- Cultural Competency: schools participated in Cultural Competency Institute and follow up sessions provided by Roger Cleveland.
- Solution Tree/PLC Training for Principal and Goal Clarity Coach
- RTI Academy-provided by Solution Tree
- David Liben – Common Core Literacy Training and Support

Additionally, there have been opportunities provided at the state level. The Kentucky Leadership Academy (KLA) has provided training around the TPGES model. The ERS and ERL staff is assigned to the school and provides formal professional development based on the school's needs but also provides elbow-to-elbow coaching in classrooms for teachers. This team has been supportive in helping individual teachers and teams to grow their pedagogical skill sets to improve student achievement. The ER staff works hand-in-hand with the goal clarity coach and school-funded math coach to support teachers.

The principal at Myers has been given twenty extra work days in an extended calendar. These days are to be used to support improved student achievement. The principal submits a calendar which is approved by the assistant superintendent.

The district has also provided support around the PGES implementation. The priority schools are all participating in the PGES rollout and working with a small group of teachers to learn the PGES system. The Evaluation Transition Coordinators have provided group training sessions and individual support to principals and teams to implement the system. As the schools learn the system, more and more common language is being used and more conversations are held that focus directly on improving the teaching in classrooms. There is also support for schools from the Computer Education Support department for technical help.

JCPS has granted the school principal autonomy to adjust the school's master schedule, provide specific professional development aligned to the school's improvement goals,

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and flexibility to align budgets to the school's improvement goals. JCPS has also allowed the CSIP to take precedence as the school's governing document granting the school the authority to avoid possible conflicts with the teachers' union in the best interest of meeting the school's improvement goals. School leadership also has the autonomy to determine teacher and administrative roles and responsibilities in response to the CSIP.

As a result of district support, Myers will implement a master schedule that embeds a PLC/Professional Development period for teachers to collaborate and adjust instructional practices to meet student learning needs based on student learning data collected from multiple assessments. Teachers will be required to attend professional development activities and conduct PLCs during this planning time. Resource teachers as well as the school's KDE Educational Recovery team will actively coach teachers to effectively implement the PLC process and provide specific professional development aligned with the school's improvement goals. The school in collaboration with the district will contract with an independent consulting agency, Solution Tree, to effectively support the development of PLCs. Additionally, the school will allocate funds from the SIG budget to hold extended PLC data days that allow teachers to develop the capacity of their PLC and construct an Rtl plan addressing individual student learning needs. The administrative team will alter their daily schedules as well to ensure regular attendance and monitoring of teacher PLCs and the consistent collection of data related to instructional practices as a means to regularly provide teachers with individualized feedback and professional development.

*Identify supports, outside the district, (e.g., education cooperatives, site researchers, higher education personnel, and other external providers) that will be utilized to assist the school in meeting its improvement goals. Describe how these supports were selected and how they will be evaluated to determine their effectiveness. AMY/PAIGE*

- JCPS is a member district to the KY Department of Education Special Education Cooperative system. District training is guided by a KDE designed Logic Model Evaluation System whereby the district discerns needs and then designs district and individual school training based on KY Delivery Models (e.g., College and Career Readiness, Closing the Achievement Gap). Training modules are designed by KDE and then replicated at the district level. Training replicated in JCPS include: Individual Education Program Guidance Document, Evidence Based Practices for Autism, Middle School Math Cohorts, and Evidence Based Practices in Literacy. These supports help teachers better serve special education students.
- The district worked closely with the Kentucky Department of Education to address disparities around suspensions for African-American students and special education students. To address the disparities, JCPS has organized training with Positive Behavior Intervention Systems (PBIS). PBIS training is provided by two different trainers: Mike Waford of KY Center for Instructional Discipline and Susan Isaacs of Safe and Civil Schools. A PBIS program evaluation system is being designed by JCPS. The PBIS training that is being

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provided helps schools look at their own data and make careful decisions for their own particular building to create a positive learning culture so that students can have a safe learning environment. Myers is participating in this training.

- Collaboration with higher education partners in the implementation of PBIS and cultural competency will also occur on a regular basis. These partnerships were established in response to the high population of at-risk students attending Myers. Eighty-five percent of students attending Myers qualify for free and reduced lunch benefits. Dr. Roger Cleveland, Eastern Kentucky University, will lead on-going cultural competency professional development to improve staff capacity to support the socio-emotional needs of Myers students. Dr. Terry Scott, University of Louisville, will provide training and support to staff developing the capacity to effectively manage student behaviors in classrooms. The administrative team will monitor the effectiveness of these partnerships by regularly reviewing student behavior data with specific attention to student in/out of school suspensions and disciplinary referral volume and frequency.
- Myers has Education Recovery staff members that have been assigned to them by the Kentucky Department of Education (KDE). Currently, there are a math specialist, a literacy specialist, and a principal mentor at each school. These specialists work hand-in-hand with the school and district staff to support the schools. The KDE staff primarily supports work around instruction, analyzing data, and other individualized school needs. These specialists will hone in on areas of particular need.
- Adelante Hispanic Achievers ([www.adelanteky.org](http://www.adelanteky.org)), provides after school tutoring and homework help at Myers Middle School every Thursday from 2:20 to 5:00 p.m. The goal of Adelante Hispanic Achievers is to guide and support students as they work to achieve their goals of becoming productive members of the community.
- As previously mentioned, Myers will work with Solution Tree, an educational consulting firm, to effectively implement PLCs. Solution Tree will provide monthly professional development to teachers and school leaders to aid in the development of teacher led PLCs. Solution Tree is recognized as a national leader in providing effective professional development in teacher collaboration. Solution Tree also contracts with multiple schools throughout JCPS and has a history of success implementing the PLC process in the district. The administrative team will frequently monitor teacher PLCs to ensure that they are following the guidelines and criteria for effective professional collaboration established by Solution Tree and aligned to district policy. Additionally, the administrative team will frequently monitor the improvement of instructional practices as a result of the implementation of PLCs. Regular review of student assessment data will also play an important role in evaluating the effectiveness of PLCs and their effect on student learning.

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- KDE has provided a team of Educational Recovery (ER) staff to support the achievement of the school's improvement goals. The team consists of a math specialist, literacy specialist and school leadership specialist. The ER team actively supports the development of a sustainable continuous school improvement model by building the capacity of school leaders and staff to effectively serve student learning needs. The frequent evaluation of the school's CSIP, instructional data and student learning data will serve to guide the most effective use of the ER team's role in supporting the achievement of the school's improvement goals.

*Identify the state and federal funding resources that will be adjusted to continue reform efforts when the SIG funds are no longer available. Describe how data analysis will continue to drive instructional changes and annual goals.*

The school will direct its flexible spending funds toward the support of on-going professional development aligned to the PLC, PBIS and RtI initiatives. School leaders will ensure teacher professional growth plans align with the school's improvement goals. The school's master schedule will also reflect the goal of sustaining the PLC process and on-going teacher professional development by maintaining embedded time in the daily instructional schedule for PLC and PD activities. School administrators will continue to evaluate the effectiveness of PLCs and PBIS through frequent participation in teacher PLCs, frequent classroom observations, and the monitoring of student learning and behavioral data. The school's Title I funds will also be directed toward the continuous development of the improvement initiatives necessary to meet the school's improvement goals.

*Describe the procedures the school and district will implement to ensure that all actions taken and activities implemented result in sustainable processes that positively affect student achievement.*

The achievement area assistant superintendent and the evaluation transition coordinator will work regularly with the identified schools to ensure that a sustainable plan is being created that will positively affect student achievement. As the assistant superintendents, ER staff and school leadership teams work together, it will be incumbent upon them to work and re-work plans as new data is examined. Working as a team will enhance the work and will ensure that there are multiple voices heard and many people are a part of improving the policies, procedures and systems. The work will be captured in the Quarterly Reports as well as 30-60-90 or other similar planning documents. Because these documents are federal requirements, there will be a record of the work. The district staff and the ER staff will work together to monitor the plans and ensure that school teams are working together to provide effective strategies to improve student achievement.

The Myers leadership team will continue the process of reviewing the CSIP in 30 day intervals to ensure adequate progress is being made toward school improvement goals.

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Furthermore, school leaders and staff will use student learning and behavioral data during PLCs on a weekly basis to adjust the school's improvement initiatives and ensure the improvement initiatives align to practices best suited for improving student achievement. JCPS will frequently monitor student data through the school's KDE required quarterly report, CASCADE, and the district's dashboard system to ensure that continuous school improvement is occurring. Also, the school will establish a teacher institute specifically designed to ensure faculty build the capacity to carry out the school's improvement goals, especially goals pertaining to effective PLCs and PBIS.

While the level of funding from SIG funds cannot be maintained, the systems for curriculum alignment, mastery learning, formative and summative assessments, multiple interventions, and data analysis should become the new norm and build a lasting culture of high expectations for students and collaborative professional learning for staff.

The SIG will allow the school to build capacity on the front end that would set a foundation for the school to turnaround. The district has provided a Goal Clarity Coach and a Special Education Resource Teacher to support school improvement efforts. Additionally, the principal at Myers will be given twenty extra work days in an extended calendar. These days are to be used to support improved student achievement. The principal will submit a calendar which is approved by the assistant superintendent. Funds for these positions have come from various sources including general fund, Title I, etc.

The school will provide embedded professional development to build teachers' capacity to provide effective instruction, develop quality formative assessments, and use the results of assessments to adjust instruction to meet needs of all students. Once the SIG funds are no longer available, the PD can be provided by in-house staff, as well as the Goal Clarity Coach.

By strategically using the master schedule, Myers will be able to provide interventions and common planning periods. This will support PLCs that will support continued school change to improve student achievement.

**Timeline**

**Please Note:** You may only type in the gray areas.

Develop a three-year timeline that describes the steps necessary to implement the intervention model. The timeline must include, but is not limited to the following activities: analysis of data, professional development, parent and community input and involvement activities, annual assessments, quarterly assessments, district and school leadership activities.

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Year 1:

Task	Sponsor	Due Date
Teachers will be assigned to collaborative teams and will be provided time for collaboration on a weekly basis during the regular contractual day.	Principal/ILT/Counselors	Summer 2014
Guidelines, protocols, and processes will be established to help teams use collaborative time to focus on topics that will have a positive impact on student achievement.	Resource Teachers/ILT	Aug 2014
A school wide PD plan and calendar will be established that aligns with PLC work, Professional Growth Plans, the CSIP, and Program Review.	Principal/Resource Teachers/ILT/Administrative Team	Sep-14
Grade level content and interdisciplinary team PLC leaders will be chosen to help lead the collaborative process.	Principal/Resource Teachers	Aug-14
PLCs will be monitored so assistance can be provided when a team or team member struggles.	Administrative Team	School Year 14-15
Structures and processes are altered to align with purpose and priorities.	Principal/ILT	Spring 2014
Resources, including time, money, materials, and staff, will be allocated to support PLCs.	Administrative Team/Principal's Advisory Council/ILT	Ongoing
Teams will establish collective commitments, stated in terms of specific behaviors, to guide PLC work.	PLC Teams	August 2014

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Task	Sponsor	Due Date
PLC teams will assess the effectiveness of the commitments and make revisions when and if they feel that the revisions will help the PLC become more effective.	PLC Teams	October 2014 February 2015 May 2015
All PLC teams will establish annual SMART goals and establish a process to monitor progress.	PLC Teams	August 2014
SMART goals will be monitored as a component of the 30-60-90 CSIP review process.	ILT Monthly	
Content area PLCs will identify 3 to 4 key standards for mastery for each of the first five 6 week periods.	PLCs/Resource Teachers	Fall 2014
Content area PLCs will work to clarify essential learning for each unit following the district-established pacing guides.	PLCs/Resource Teachers	Beginning Fall 2014 and Ongoing
Content Area PLCs will create and administer common formative assessments and analyze the results together.	PLCs/Resource Teachers	Beginning Fall 2014 and Ongoing
PLCs will use and participate in updating the common online tracking system for assessment data.	PLCs/Resource Teachers	Beginning Fall 2014 and Ongoing
School data days are utilized to analyze results from common assessments, district assessments, researched based progress monitoring assessments, and state assessments.	PLCs/Resource Teachers	3 aligned with 14-15 district proficiency calendars

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Task	Sponsor	Due Date
Collaboratively review and revise mission and vision for Myers.	Stakeholders Summer	2014 Professional Development
Staff members engage in a process to articulate and endorse collective commitments that will advance the school toward its vision.	Stakeholders Summer	2014 Professional Development
The school goals will be translated into specific goals that directly impact student achievement for each team.	PLCs/ILT/Resource Teachers	Summer 2014 Professional Development, Monthly ILT Meetings
The school will provide students with additional time and support through extended learning opportunities when they experience difficulty.	Principal/ILT/Counselors Summer	2014
Teachers will work in PLCs to develop common rubric criteria and apply that criteria to student work.	PLCs/Resource Teachers	Ongoing
Teams will use established norms and collective commitments to minimize conflict and clarify how conflict will be addressed within the PLC.	PLCs/ILT/Administrative Team	Summer 2014 Retreat
Establish a parent advisory council to give feedback on the school's improvement goals as outlined in the CSIP plan	Principal/Principal Advisory Council	Fall 2014
Parent advisory council meets once every 90 days to give feedback regarding the school's CSIP.	Principal/Principal's Advisory Council/Parents	Every 90 days from start date

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Year 2:

Task	Sponsor	Due Date
Any new teachers to the building will be assigned to collaborative teams and trained in the PLC process. All teachers will continue to be provided time for collaboration on a weekly basis during the regular contractual day.	Principal/ILT/Counselors	Summer 2015
Guidelines, protocols, and processes will be evaluated and aligned to the CSIP to help teams use collaborative time to focus on topics that will have a positive impact on student achievement.	Resource Teachers/ILT	Aug-15
A school wide PD plan and calendar will be established that aligns with PLC work, Professional Growth Plans, the CSIP, and Program Review.	Principal/Resource Teachers/ILT/Administrative Team	Sep-15
Grade level content and interdisciplinary team PLC leaders will recommit to serve and to help lead the collaborative process.	Principal/Resource Teachers	Aug-15
PLCs will be monitored by school leaders so assistance can be provided when a team or team member struggles.	Administrative Team	School Year 15-16
Structures and processes will be examined to judge their alignment with the school's purpose and improvement priorities.	Principal/ILT	Spring 2015
Resources such as time, money, materials, and staff that have been allocated to support PLCs will be reexamined for their effectiveness.	Administrative Team/Principal's Advisory Council/ILT	Ongoing

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Task	Sponsor	Due Date
Team members honor the collective commitments they have made to one another regarding how the team will operate and the responsibility of each member to the team.	PLC Teams	15-Aug
PLC teams will assess the effectiveness of their commitments and make revisions when and if they feel that the revisions will help the PLC become more effective.	PLC Teams	October, 2015 February, 2016 May, 2016
Each PLC will establish both an annual SMART goal and a series of short-term SMART goals to monitor their progress. They will create specific action plans to achieve the goals, clarify the evidence that they will gather to assess their progress, and work together interdependently to achieve the goals.	PLC Teams	August
SMART goals will be monitored as a component of the 30-60-90 CSIP review process.	ILT Monthly	
Content area PLCs will evaluate their identified key standards for student mastery for each of the first five 6 weeks.	PLCs/Resource Teachers	Fall 2015
Content area PLCs will work to clarify essential learning for each unit; following the district-designed curriculum pacing guides.	PLCs/Resource Teachers	Ongoing
Content area PLCs will create, administer, evaluate and reflect on common formative assessments and analyze the results together to align instruction to student learning needs.	PLCs/Resource Teachers	Ongoing

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Task	Sponsor	Due Date
PLCs will use and participate in updating the common online tracking system for assessment data to longitudinally monitor student learning progress toward standards mastery.	PLCs/Resource Teachers	Ongoing
School data days are utilized to analyze results from common assessments, district assessments, researched based progress monitoring assessments, and state assessments. Teachers will construct an Rtl plan to meet student learning needs during data days.	PLCs/Resource Teachers	3 aligned with 15-16 district proficiency calendars
An established process will be followed to determine that all work aligns with the vision and mission of Myers and supports achievement of CSIP Goals	All Stakeholders	Summer 2015 Professional Development
School mission and vision will guide all school improvement efforts and all professional growth and professional development plans.	Stakeholders Summer	2015 Professional Development
Staff will evaluate PLC collective commitments and their effectiveness in advancing the school toward its vision.	Stakeholders Summer	2015 Professional Development
The school improvement goals will be translated into specific learning goals for each team.	PLCs/ILT/Resource Teachers	Summer 2015 Professional Development, Monthly ILT Meetings

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Task	Sponsor	Due Date
The school will develop a school-wide standards-based intervention plan in each content area to provide students with additional time and support for learning in a way that is timely and systematic. This may include modifications in the daily schedule to support this system of interventions.	Principal/ILT/Counselors	Summer 2015 and Ongoing
Teachers will work in PLCs to develop common rubric criteria and apply those criteria to student work.	PLCs/Resource Teachers	Summer 2015 Retreat and Ongoing
Staff members will work collaboratively to identify and address the underlying issues causing adult conflict.	PLCs/ILT/Administrative Team	Summer 2015 Retreat
Continue working with a parent advisory council to give feedback on the school's improvement goals as outlined in the CSIP plan.	Principal/Principal Advisory Council	Fall 2015
Parent advisory council meets once every 90 days to give feedback.	Principal/Principal's Advisory Council/Parents	Every 90 days from 2015 start date

Year 3:

Task	Sponsor	Due Date
Any new teachers to the building will be assigned to collaborative teams and all teachers will continue to be provided time for collaboration on a weekly basis during the regular contractual day. The collaborative team process will become deeply engrained in the school culture with staff members viewing it as the engine that drives school improvement.	Principal/ILT/Counselors	Summer 2016

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Task	Sponsor	Due Date
PLCs consistently focus on issues that are most significant in improving student achievement and set specific, measurable goals to monitor improvement.	Resource Teachers/ILT	Aug-16
The professional development at the school is tied to the PLC process, engaged in action research, and directly impacts teacher practice in the classroom, helping each teacher clarify what to teach, how to assess, and how to improve instruction. The plan and calendar also align with Professional Growth Plans, the CSIP, and Program Review.	Principal/Resource Teachers/ILT/ Administrative Team	Sep-16
Guidelines, protocols, and processes that consistently focus on issues which are most significant in improving student achievement are in place and specific, measurable goals are used to monitor improvement.	PLCS Aug-16	
PLCs will be monitored so assistance can be provided when a team or team member struggles. However, members use the collective commitments as a basis for crucial conversations and honest dialogue when there are concerns.	Administrative Team	School Year 16-17
Structures and processes will be examined to judge their alignment with purpose and priorities.	Principal/ILT Spring	2016
Resources such as time, money, materials, and staff that have been allocated to support PLCs will be reexamined for their effectiveness.	Administrative Team/Principal's Advisory Council/ILT	Ongoing
Team members honor the collective commitments they have made to one another regarding how the team will operate and the responsibility of each member to the team and the commitments are	PLC Teams	August 2016

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Task	Sponsor	Due Date
instrumental in creating an atmosphere of trust, mutual respect, and interdependent work towards common goals.		
PLC teams' commitments facilitate the team's collective inquiry and help people explore their practices.	PLC Teams	October, 2016 February, 2017 May, 2017
Each PLC establishes both an annual SMART goal and a series of short-term goals to monitor their progress. They create specific action plans to achieve the goals, clarify the evidence that they will gather to assess their progress, and work together interdependently to achieve the goal	PLC Teams	August 2016 and ongoing
SMART goals will be monitored as a component of the 30-60-90 process.	ILT Monthly	
Content area PLCs will evaluate their identified key standards for mastery for each of the first five 6 weeks.	PLCs/Resource Teachers	Fall 2016
Content area PLCs will work to clarify essential learning for each unit; following the district-designed curriculum pacing guides.	PLCs/Resource Teachers	Ongoing
Content area PLCs will create, administer, evaluate and reflect on common formative assessments and analyze the results together.	PLCs/Resource Teachers	Ongoing
PLCs will use and participate in updating the common online tracking system for assessment data.	PLCs/Resource Teachers	Ongoing
School data days are utilized to analyze results from common assessments, district assessments, researched based	PLCs/Resource Teachers	3 aligned with 16-17 district proficiency calendars

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Task	Sponsor	Due Date
progress monitoring assessments, and state assessments.		
Stakeholders will have clearly established expectations for student learning and systematic processes to monitor student learning. PLCs will become more analytical in assessing the evidence of student learning.	All Stakeholders/PLCs	Ongoing
Staff members can and do routinely articulate the major principles of the school's shared vision and use those principles to guide their efforts.	Stakeholders Summer	2016 Retreat
The collective commitments are embraced by staff, embedded in the school's culture, and evident to observers of the school.	Stakeholders Fall	2016
All staff members pursue measurable goals that are directly linked to the school's goals as part of their routine responsibilities.	All Staff	Summer 2016 Retreat, Monthly ILT Meetings
The school has developed a school-wide plan to provide students who experience difficulty with additional time and support for learning in a way that is timely, directive, and systematic. It has made structural changes such as modifications in the daily schedule to support this system of interventions. Staff members have been assigned new roles and responsibilities to assist with the interventions. The faculty is looking for ways to make the system of interventions more effective.	Principal/ILT/Counselors	Summer 2016 and Ongoing

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Task	Sponsor	Due Date
Teachers work in PLCs to develop common rubric criteria and apply that criteria to student work. They are becoming more analytical in assessing the evidence of student learning and are looking for ways to become more effective in assessing student learning and providing instruction to enhance student learning.	PLCs/Resource Teachers	Summer 2016 Retreat and Ongoing
Staff members view conflict as a source of creative energy and an opportunity for building shared knowledge.	PLCs/ILT/Administrative Team	Summer 2016 Retreat
Continue working with a parent advisory council to give feedback on the school's improvement goals as outlined in the CSIP plan	Principal/Principal Advisory Council	Fall 2016
Parent advisory council meets once every 90 days to give feedback.	Principal/Principal's Advisory Council/Parents	Every 90 days from 2015 start date

**Annual Goals**

**Please Note:** You may only type in the gray areas.

*Develop **annual** S.M.A.R.T. goals (Goals must be specific, measurable, attainable, realistic, and time bound.) for literacy and mathematics for each year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.*

The annual goals listed below for each grade level and content area were calculated using the KDE delivery target methodology.

	Baseline 12-13	Year 1 14-15	Year 2 15-16	Year 3 16-17
<b>Reading</b>				
6 <sup>th</sup> Grade	17.9	43.23	51.34	59.45
7 <sup>th</sup> Grade	25.6	41.69	50.02	58.35
8 <sup>th</sup> Grade	24.4	48.34	55.72	63.10
<b>Mathematics</b>				
6 <sup>th</sup> Grade	9.6	40.01	48.58	57.15
7 <sup>th</sup> Grade	11.6	40.22	48.76	57.30
8 <sup>th</sup> Grade	11.1	49.46	56.68	63.90

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Additional SMART goals include:

- Increase reading KPREP scores for all students from 22.7% P/D to 60.4% P/D in 2017.
- Increase math KPREP scores for all students from 10.8% P/D to 59.6% P/D in 2017.
- Increase program review scores.
- Increase reading KPREP scores for gap students from 20.8% P/D to 59.2% P/D in 2017.
- Increase math KPREP scores for gap students from 8.7% P/D to 58.1% P/D in 2017.
- Increase the average percentage of students meeting EXPLORE reading, math, and English benchmarks from 18.5% to 30.0% by 2015.
- Increase social studies KPREP scores for all students from 24.4% P/D to 70.4% P/D in 2017.
- Increase science KPREP scores for all students from 19.0% P/D to 63.1% P/D in 2017.
- Increase writing KPREP scores for all students from 22.5% P/D to 59.1% P/D in 2017.
- Fully implement PGES by 2014-15.
- Recruit, train, and retain highly qualified staff.

*Develop **quarterly** S.M.A.R.T. goals for literacy and math for each of year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.*

Myers will continue to follow district assessment guidelines to complete diagnostic and proficiency assessments. These are offered approximately every six weeks or twice per quarter in both reading and math. Teachers will also create and administer common formative assessments at least weekly throughout the year. PLCs will provide the time for assessment selection, data review, and planning for intervention on a weekly time frame. At this time more than 60% of our students are performing below grade level. Having time to process the data that is a result of district, formative and MAP assessments will help teachers get a clear picture of progress toward mastery of national standards. These assessments will measure the effectiveness of lessons in a timely manner to allow teachers to re-teach in order to move more students to mastery. Formative Assessments tied to the standards will provide the opportunity to re-assess areas that were not at the proficient level on district assessment.

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Year 1

	Baseline 12-13	1 <sup>st</sup> Quarter 14-15	2 <sup>nd</sup> Quarter 14-15	3 <sup>rd</sup> Quarter 14-15	4 <sup>th</sup> Quarter 14-15
Reading					
6 <sup>th</sup> Grade	17.9	37.15	39.18	41.20	43.23
7 <sup>th</sup> Grade	25.6	35.44	37.53	39.61	41.69
8 <sup>th</sup> Grade	24.4	42.81	44.65	46.50	48.34
Mathematics					
6 <sup>th</sup> Grade	9.6	33.58	35.73	37.87	40.01
7 <sup>th</sup> Grade	11.6	33.82	35.95	38.09	40.22
8 <sup>th</sup> Grade	11.1	44.05	45.85	47.66	49.46

Year 2

	1 <sup>st</sup> Quarter 15-16	2 <sup>nd</sup> Quarter 15-16	3 <sup>rd</sup> Quarter 15-16	4 <sup>th</sup> Quarter 15-16
Reading				
6 <sup>th</sup> Grade	45.26	47.29	49.31	51.34
7 <sup>th</sup> Grade	43.77	45.86	47.94	50.02
8 <sup>th</sup> Grade	50.19	52.03	53.88	55.72
Mathematics				
6 <sup>th</sup> Grade	42.15	44.30	46.44	48.58
7 <sup>th</sup> Grade	42.36	44.49	46.63	48.76
8 <sup>th</sup> Grade	51.27	53.07	54.88	56.68

Year 3

	1 <sup>st</sup> Quarter 16-17	2 <sup>nd</sup> Quarter 16-17	3 <sup>rd</sup> Quarter 16-17	4 <sup>th</sup> Quarter 16-17
Reading				
6 <sup>th</sup> Grade	53.37	55.40	57.42	59.45
7 <sup>th</sup> Grade	52.10	54.19	56.27	58.35
8 <sup>th</sup> Grade	57.57	59.41	61.26	63.10
Mathematics				
6 <sup>th</sup> Grade	50.72	52.87	55.01	57.15
7 <sup>th</sup> Grade	50.90	53.03	55.17	57.30
8 <sup>th</sup> Grade	58.49	60.29	62.10	63.90

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*After each quarterly analysis of goals, describe steps the district will take if the school(s) is not making progress toward meeting the annual goals.*

At the end of each quarter the school will analyze data to determine next steps. The district will review the data analysis and consult with the leadership about plans for improvement. The analysis will be informed by the current teacher and principal performance standards. Depending on the results of the analysis at the individual school, the district will make plans to take proactive steps toward improvement.

**Consultation**

*Describe how the district collaborated with the SBDM Council and other relevant stakeholders (e.g., Board of Education members, school leadership, school staff, parents and community) during the SIG planning process. Include information regarding the development of the intervention model, identification of best practices and research based strategies that will improve student achievement at the school. Tell how these stakeholders will continue to be involved with the implementation of the model during the next three years.*

A team of district, state, and school-based staff developed the intervention model described in the School Improvement Grant for Myers Middle School. This team considered suggestions from the JCPS Chief Academic Officer with input from the Evaluation and Transition Coordinator for JCPS Academic Achievement Area 4, staff at the JCPS Data Management, Planning, and Program Evaluation office, Myers' Educational Recovery Leader and Educational Recovery Specialists in Math and English Language Arts, and school-based resource staff and administrators. The plan was reviewed several times by team members for content and budget checks. The plan was presented to and approved by the Jefferson County Board of Education on Monday, February 24, 2014.

The comprehensive reform initiative outlined in the School Improvement Grant will be monitored on a quarterly basis each year through a "Quarterly Report", which is submitted to the Kentucky Department of Education. Student progress will be measured using the district diagnostic and proficiency assessments for each content area, the Northwest Evaluation Association's Measures of Academic Progress assessments, and the Scholastic Reading Inventory. Student data will be examined and next steps for instruction will be developed through the "Data Days" that follow each round of district proficiencies as outlined above. Progress will be monitored by the Instructional Leadership Team which includes the principal, assistant principals, counselors, Educational Recovery Leader and specialists, department chairs, team leaders, and parents. Adjustments will be made to the intervention strategies through the quarterly reporting data analysis and reflection process. Quarterly Report results will be shared with the members of the Principal's Advisory Council (which includes teachers and parents), the Assistant Superintendent for Academic Achievement Area 4, and the larger school community.

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**School Budget Narrative**

*The budget must include a minimum amount of \$50,000 per school per year and may not exceed \$2 million per school per year.*

*Describe how the school intends to use the SIG funds for each year of the three year cycle. Funds must be used to implement the selected model to address the causes and contributing factors to low student achievement.*

The main focus for the use of these funds is based on full implementation of Professional Learning Communities with emphasis on the teaching and learning in the classroom and the use of collaboration. Specifically, the funds will be used for the following:

- Consultation and training through *Solution Tree* on the best practices and implementation of Professional Learning Communities. *Solution Tree* will be contracted for a two day Professional Learning Community Institute for staff and for 6 months of coaching during the school year to support and monitor implementation of Professional Learning Communities.
- Substitutes will be employed for the purpose of embedding professional learning communities for all content area teachers during the school day, especially for teachers who do not share a common planning period. The teams of teachers will be afforded this time to collaboratively learn and collectively strategize to move each student in every classroom to proficiency. This will allow time to analyze individual student data, examine student work for instruction, examine diagnostic and proficiency assessment data, and exchange ideas for building one another's expertise (Data Days).
- Reference materials for Professional Learning Communities through *Solution Tree* and Professional Education materials to help advance teachers understanding of differentiated instruction, developing formative assessments, and remediation in the classroom. The reference materials will be used in conjunction with the Professional Development sessions.

*Describe how the school aligned multiple state and federal funds with the selected intervention model. (May include, but are not limited to, Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)*

Other district resources that will be used to support the intervention model will be:

- Textbook funds
- A Goals Clarity Coach for teacher development of curriculum and instruction
- English Language Arts (ELA) Resource Teacher
- Safe School funds for after school activities/clubs.
- ECE Consulting Resource Teacher for teacher development in the Special Education field

The Youth Service Center Coordinator will work with staff to promote family involvement in the areas of attendance, participation in student-led conferences/parent teacher

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conferences, as well as provide services to students to help alleviate barriers to student achievement. The staff will work with the Youth Service Center Coordinator to identify and address the needs (social and emotional) of students. Seven Counties counseling services will work in unison with the YSCC and the counselors after the student are identified to get counseling services during the school day.

Myers receives funds from the district for a Goal Clarity Coach and an ECE Consulting Resource Teacher for the building. These two positions are used to help with curriculum, instruction, remediation strategies, and interventions throughout the school for all content areas.

The school has also allocated for an English Language Arts Resource Teacher to work with all teachers in the building to support reading and writing throughout the content areas.

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**Year 1 Budget**

**Please Note:** You may only type in the gray areas.

**School** Myers Middle School      **District** Jefferson County Public Schools

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
110		
111		
112		
113		
120	Substitutes	\$5,000
130		
140		
160		
213		
214		
219		
221		
222		
231		
232		
233		
240		
251		
253		
260		
291		
293		
294		

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MUNIS Code	Description of Activity	Amount Requested
295		
296		
297		
299		
322	Educational Consultant	\$52,000
335		
338		
432		
433		
441		
443		
444		
511		
513		
514		
519		
521		
531		
541		
542		
552		
553		
580		
581		
582		
584		

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MUNIS Code	Description of Activity	Amount Requested
585		
586		
589		
616		
626		
627		
629		
641		
642		
643		
645		
646		
647	Reference Materials	\$5,900
649		
650		
734		
735		
738		
810		
892		
894		
913		
<b>Total Amount Requested</b>		<b>\$ \$62,900</b>

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**Year 2 Budget**

**Please Note:** You may only type in the gray areas.

**School**     Meyers Middle School     **District**     Jefferson County Public Schools    

MUNIS Code	Description of Activity	Amount Requested
110		
111		
112		
113		
120	Substitutes	\$5,000
130		
140		
160		
213		
214		
219		
221		
222		
231		
232		
233		
240		
251		
253		
260		
291		
293		

Kentucky Department of Education  
 District Application for School Improvement Funds  
 Turnaround Model (KY HB 176 Restaffing Model)

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
294		
295		
296		
297		
299		
322	Educational Consultant	\$52,000
335		
338		
432		
433		
441		
443		
444		
511		
513		
514		
519		
521		
531		
541		
542		
552		
553		
580		
581		
582		

Kentucky Department of Education  
 District Application for School Improvement Funds  
 Turnaround Model (KY HB 176 Restaffing Model)

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
584		
585		
586		
589		
616		
626		
627		
629		
641		
642		
643		
645		
646		
647	Reference Materials	\$5,900
649		
650		
734		
735		
738		
810		
892		
894		
913		
<b>Total Amount Requested</b>		<b>\$ \$62,900</b>

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**Year 3 Budget**

**Please Note:** You may only type in the gray areas.

**School**     Meyers Middle School     **District**     Jefferson County Public Schools    

MUNIS Code	Description of Activity	Amount Requested
110		
111		
112		
113		
120	Substitutes	\$5,000
130		
140		
160		
213		
214		
219		
221		
222		
231		
232		
233		
240		
251		
253		
260		
291		
293		

Kentucky Department of Education  
 District Application for School Improvement Funds  
 Turnaround Model (KY HB 176 Restaffing Model)

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MUNIS Code	Description of Activity	Amount Requested
294		
295		
296		
297		
299		
322	Educational Consultant	\$34,000
335		
338		
432		
433		
441		
443		
444		
511		
513		
514		
519		
521		
531		
541		
542		
552		
553		
580		
581		
582		

Kentucky Department of Education  
 District Application for School Improvement Funds  
 Turnaround Model (KY HB 176 Restaffing Model)

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
584		
585		
586		
589		
616		
626		
627		
629		
641		
642		
643		
645		
646		
647	Reference Materials	\$5,200
649		
650		
734		
735		
738		
810		
892		
894		
913		

<b>Total Amount Requested</b>	<b>\$ 44,200</b>
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----- End of School Application -----

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**Note:** The following pages contain the Thomas Jefferson SIG application. The application for Thomas Jefferson is contingent upon the USDOE granting KDE's waiver that principals who were found by the KDE leadership assessment to have capacity to lead the intervention effort but have three or more years of experience at their schools be allowed to remain at their schools. If the waiver is not approved, JCPS will withdraw the SIG application for Thomas Jefferson before SIG awards are granted in April.

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**District** Jefferson County **School** Thomas Jefferson Middle School

**Please Note:** You may only type in the gray areas.

**Commitment To Serve**

*Identify the school-level literacy and math data from the most recent state assessment and describe what it reveals about student achievement. Include specific information regarding achievement gaps.*

**Literacy Data**

The following data is from the 2012-13 Kentucky Performance Rating for Educational Progress (K-PREP) Assessment.

Grade	% Novice	% Apprentice	% Proficient	% Distinguished
6th	52.8	31.0	12.1	4.0
7th	45.4	26.8	24.0	3.8
8th	54.3	22.1	20.7	2.9

Gap Group	% Novice	% Apprentice	% Proficient	% Distinguished
All Students	50.5	26.5	19.4	3.6
Male	53.8	27.5	16.8	1.8
Female	46.1	25.1	22.9	5.9
White (non-Hispanic)	45.4	25.0	25.4	4.3
African American	57.2	25.7	15.3	1.7
Hispanic	41.4	35.2	17.2	6.3
Limited English Proficiency	63.6	28.8	7.6	0.0
Free/Reduced Lunch	52.3	26.3	18.5	3.0
Disability with an IEP	71.7	17.4	10.9	0.0
Non-duplicated gap group	51.8	26.8	18.7	2.8

The KPREP data indicates that more than three out of every four students at Thomas Jefferson Middle School is reading below grade level proficiency. The percentage of gap students that are below proficiency is in line with overall school results, and sometimes even higher than the overall school rate (all students – 77%, male – 81.3%, female – 71.2%, white – 70.4%, African-American – 82.9%, Hispanic – 76.6%, LEP – 92.4%, free/reduced lunch – 78.6%, ECE – 89.1%).

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The following data is from the EXPLORE assessment given to all 8th grade students in September of 2013 as a part of Kentucky’s Accountability model. Students are required to receive a score of 13 to meet the College Readiness benchmark in English, and a score of 15 to meet the College Readiness benchmark in Reading. Additionally, Jefferson County Public Schools administers a practice EXPLORE diagnostic to all 7th grade students in the fall and spring.

**8th grade EXPLORE**

EXPLORE Assessment	# of students meeting benchmark	% of students meeting benchmark
English (13)	94	33.9
Reading (15)	42	15.2

**7th grade EXPLORE Diagnostic (fall)**

EXPLORE Assessment	# of students meeting benchmark	% of students meeting benchmark
English (13)	21	9.5
Reading (15)	13	5.8

The EXPLORE data indicates that 66.1% and 84.8% of students at Thomas Jefferson failed to meet the College Readiness benchmark for English and reading, respectively. This data is consistent with the literacy results from Kentucky’s KPREP assessment.

The EXPLORE diagnostic data shows that as 7th graders, students at Thomas Jefferson are even more ill-prepared for college. This diagnostic assessment shows that 90.5% and 94.2% of students do not meet the College Readiness benchmark for English and reading, respectively.

**District Reading Proficiency Assessments**

Reading	Proficiency #1					Proficiency #2				
	%N	%A	%P	%D	%P/D	%N	%A	%P	%D	%P/D
6th	61.4	9.0	25.6	4.0	29.6	58.1	8.5	23.6	9.9	33.5
7th	62.3	29.4	7.9	0.4	8.3	75.6	16.7	4.5	3.2	7.7
8th	54.7	19.8	18.5	7.0	25.5	63.8	14.1	16.8	5.4	22.1

The data from the first two proficiency assessments in reading indicate an improvement of 9.2% in the number of students that are performing at the Proficient/Distinguished level in the 6th grade. The data indicates increases in the Distinguished level in both 6th and 7th grades, with an increase of 5.9% in the 6th grade and 2.8% in the 7th grade

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**Mathematics Data**

The following data is from the 2012-13 Kentucky Performance Rating for Educational Progress (K-PREP) Assessment.

Grade	% Novice	% Apprentice	% Proficient	% Distinguished
6th	37.1	49.2	12.5	1.2
7th	34.4	47.9	16.7	0.9
8th	31.8	40.4	25.4	2.5

Gap Group	% Novice	% Apprentice	% Proficient	% Distinguished
All Students	34.3	45.8	18.3	1.5
Male	35.1	45.4	18.9	0.6
Female	33.2	46.4	17.6	2.8
White (non-Hispanic)	33.6	41.4	22.1	2.9
African American	40.5	45.4	13.9	0.3
Hispanic	26.6	54.7	15.6	3.1
Limited English Proficiency	39.4	50.8	9.1	0.8
Free/Reduced Lunch	35.6	46.1	17.4	0.9
Disability with an IEP	58.0	34.8	6.5	0.7
Non-duplicated gap group	35.4	46.1	17.5	1.0

The KPREP data indicates that nearly eight out of every ten students at Thomas Jefferson Middle School is below grade level proficiency for mathematics. The percentage of gap students that are below proficiency is in line with overall school results, and with some even higher than the overall school rate (all students – 80.1%, male – 80.5%, female – 79.6%, white – 75%, African-American – 85.9%, Hispanic – 81.3%, LEP – 90.2%, free/reduced lunch – 81.7%, ECE – 92.8%).

The following data is from the EXPLORE assessment given to all 8th grade students in September of 2013 as a part of Kentucky’s Accountability model. Students are required to receive a score of 17 to meet the College Readiness benchmark in Mathematics. Additionally, Jefferson County Public Schools administers a practice EXPLORE diagnostic to all 7th grade students in the fall and spring.

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**8<sup>th</sup> grade EXPLORE**

EXPLORE Assessment	# of students meeting benchmark	% of students meeting benchmark
Mathematics (17)	35	12.6

**7<sup>th</sup> grade EXPLORE Diagnostic (fall)**

EXPLORE Assessment	# of students meeting benchmark	% of students meeting benchmark
Mathematics (17)	5	2.2

The EXPLORE data indicates that 87.4% of students at Thomas Jefferson failed to meet the College Readiness benchmark for Mathematics. This data is consistent with the literacy results from Kentucky’s KPREP assessment.

The EXPLORE diagnostic data shows that as 7<sup>th</sup> grader students at Thomas Jefferson are even more ill-prepared for college. This diagnostic assessment shows that 97.8% of students do not meet the College Readiness benchmark for Mathematics.

**District Mathematics Proficiency Assessments**

Math	Proficiency #1					Proficiency #2					
	Grade	%N	%A	%P	%D	%P/D	%N	%A	%P	%D	%P/D
6 <sup>th</sup>		<b>51.8</b>	<b>32.3</b>	<b>13.5</b>	<b>2.5</b>	<b>16.0</b>	<b>55.3</b>	<b>32.4</b>	<b>10.6</b>	<b>1.8</b>	<b>12.3</b>
7 <sup>th</sup>		<b>63.8</b>	<b>23.3</b>	<b>11.3</b>	<b>1.7</b>	<b>12.9</b>	<b>72.0</b>	<b>17.8</b>	<b>8.1</b>	<b>2.1</b>	<b>10.2</b>
8 <sup>th</sup>		<b>49.3</b>	<b>30.0</b>	<b>15.7</b>	<b>5.0</b>	<b>20.7</b>	<b>35.6</b>	<b>32.2</b>	<b>17.1</b>	<b>15.1</b>	<b>32.2</b>

The data from the first two district proficiency assessments indicates an overall slight decline in student proficiency in 6<sup>th</sup> and 7<sup>th</sup> grades. However, the 8<sup>th</sup> grade generated a slight increase of 1.4% in their students’ proficiency.

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*Identify the school-level non-cognitive data and explain how these factors affect student achievement. Non-cognitive data must include attendance, behavior referrals, suspension and retention rates. Address drop-out and graduation rates, if applicable.*

**Attendance Data**

	June 2013 Baseline		October		December	
	Class Count	Percent Present	Class Count	Percent Present	Class Count	Percent Present
<b>6th Grade</b>	--	<b>92.6</b>	<b>313</b>	<b>97.3</b>	<b>302</b>	<b>93.3</b>
<b>7th Grade</b>	--	<b>92.9</b>	<b>258</b>	<b>97.3</b>	<b>255</b>	<b>95.2</b>
<b>8th Grade</b>	--	<b>91.6</b>	<b>330</b>	<b>96.2</b>	<b>322</b>	<b>93.6</b>
<b>Total Student Attendance</b>						
	--	<b>92.4</b>	<b>901</b>	<b>96.8</b>	<b>879</b>	<b>94.0</b>
	Count	Percent Present	Count	Percent Present	Count	Percent Present
<b>Teacher Attendance</b>	--	<b>95.0</b>	<b>56</b>	<b>96.3</b>	<b>57</b>	<b>93.7</b>

Thomas Jefferson Middle School has maintained an overall high attendance rate, but that rate has slightly slipped for both students and teachers from the first to the second quarter of the 2013-14 school year. For the first quarter of the school year, our overall attendance rate was 96.8% for all students and 96.3% for teachers. For the second quarter of the school year, our overall attendance was down to 94.0% for all students and 93.7% for teachers.

**Retention Rate**

	2012-13		2013-14	
	Goal Retention	Rate	Goal Retention	Rate
<b>6th Grade</b>	<b>0</b>	<b>1.53</b>	<b>1.38</b>	--
<b>7th Grade</b>	<b>0</b>	<b>1.53</b>	<b>1.38</b>	--
<b>8th Grade</b>	<b>0</b>	<b>1.38</b>	<b>1.38</b>	--

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Through credit recovery efforts throughout the school year, Thomas Jefferson Middle School has been able to limit the number of students retained from one year to the next. There were 1.38% of 8<sup>th</sup> grade students retained, while 6<sup>th</sup> and 7<sup>th</sup> grade had a higher rate of 1.53% of students retained.

Identified Group and Issue	Behavior Intervention	1st Six Weeks		2nd Six Weeks	
		Goal	Actual	Goal	Actual
All Students suspension	PBIS, PAC	<10 7		<10 50	
African American male students suspension	PBIS, PAC	<10 4		<10 20	
ECE students suspension	PBIS, PAC	<10 1		<10 17	

The behavior data at Thomas Jefferson Middle School indicates an increase in the number of suspension events from the first six weeks of school to the second six weeks. This increase is consistent through all measured groups. The interventions in place are as follows: Tier 1: Positive Behavior Interventions and Supports (PBIS), Anger Management Instruction, Saturday School facilitated by an ECE specialist, collaboration with the district’s ECE consultant, and Tier 2: Positive Action Center (PAC).

*Based on the academic and non-cognitive data, identify the causes and contributing factors to low student achievement and performance gaps in literacy and math. Include an analysis of these factors that demonstrates the need for improvement.*

There are many factors that demonstrate the need for improvement in both reading and math. The factors that the school has attempted to impact are as follows:

- ensuring that teachers use rigorous, authentic standards-based instructional strategies to meet the unique needs of all students
- ensuring parent engagement to improve student behavior, attendance, and engagement
- supporting the needs of ESL students
- continue to develop processes to monitor school programs for effectiveness and desired impact on student achievement

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Thomas Jefferson Middle will continue to refine systems/strategies to reduce existing barriers and promote student achievement. The following were focus areas promoting school improvement and aligned to CSIP goals:

- Narrowing the focus on implemented programs and establishing systems to evaluate effectiveness
- Clearly defining the roles and responsibilities of support personnel
- Development of the Corrective Action Plan process
- Administration of MAP and COMPASS to inform practice and monitor interventions
- Continued implementation of school-based SRT
- Refinement of Club Day to promote student ownership
- Development of comprehensive guidance program
- Increased parent involvement
- Development of academic assistant principal and academic counselor positions to promote CCR
- Effective use of coaching and evaluation systems to improve practice and promote student achievement

*Summarize the Diagnostic Review results. Based on the audit, identify the literacy and math resources and related supports that are needed to improve student achievement.*

Thomas Jefferson Middle School received six deficiencies through the 2011-12 Leadership Assessment process. Per the Leadership Diagnostic Review shared on February 25, 2014, Thomas Jefferson has addressed one of the deficiencies in an exemplary fashion, three of deficiencies satisfactorily, and partially addressed the remaining two deficiencies. The final two deficiencies will continue to be addressed and monitored so that they are addressed completely during the 2014-15 school year.

<b>Deficiency</b>	<b>Recommended Next Steps</b>
<p><b>Deficiency 1</b></p> <p><b>Staff members do not consistently model the behaviors they expect from students.</b></p>	<p>The principal should engage the entire faculty and staff in creating a non-threatening, respectful learning environment. All adults should be held accountable for treating students with compassion and respect. The principal should facilitate opportunities for teachers to observe in schools with similar demographics who are experiencing success with traditionally underachieving students. In support of this initiative, the principal should lead the school council in</p>

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Deficiency	Recommended Next Steps
	reviewing and revising the Thomas Jefferson Middle School Student Discipline Procedures to include a school-wide classroom management system implemented and consistently enforced by all staff members.
<b>2014 Progress Review: This deficiency has been addressed satisfactorily</b>	
<b>Deficiency 2</b>  <b>Instruction and assessment in most classrooms lack sufficient rigor and relevance to promote student growth and achievement.</b>	The principal should monitor to ensure all teachers understand and effectively implement rigorous instructional practices that are research based and address the learning styles and multiple intelligences of the diverse student population. Lesson and unit plans should describe how these strategies will be used to meet the unique needs of all students. The principal and the instructional leadership team should ensure that appropriate training is provided when needed and that regular observations and walkthroughs are followed by specific, personal, targeted and face-to-face feedback and coaching designed to support sustained instructional excellence and increased rigor and relevance.  The principal should implement procedures to ensure that all teachers are held accountable for consistently providing rigorous and relevant instruction in all classrooms for all students every day.
<b>2014 Progress Review: This deficiency has been partially addressed.</b>	
<b>Deficiency 3</b>  <b>Formative assessments are not used to inform and modify instruction.</b>	The principal should ensure all teachers have an understanding of and regularly use formative assessments in the classroom to inform and modify instruction. Training in the use of formative assessments for learning should be provided for all teachers.
<b>2014 Progress Review: This deficiency has been partially addressed</b>	

Deficiency	Recommended Next Step
<b>Deficiency 4</b>  <b>The focus of school improvement efforts is hampered by the plethora of instructional and behavioral programs</b>	The principal, instructional leadership team and school council should conduct a comprehensive audit of all instructional and behavioral programs and interventions to determine whether or not the sheer number of these activities have fragmented the school improvement efforts and diluted the impact of resources applied to these efforts. The relative impact of each program on sustained student achievement and the civic well-being of students should be

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Deficiency	Recommended Next Step
<b>and interventions being implemented.</b>	considered and the determination made whether or not all of the programs or interventions are necessary to achieve the goals of the school.
<b>2014 Progress Review: This deficiency has been addressed satisfactorily</b>	
<b>Deficiency 5</b>  <b>Intervention services are not efficiently organized to maximize the impact of resources and eliminate gaps and overlaps of program delivery.</b>	The principal should lead an initiative to organize intervention services for students under an umbrella, such as the Kentucky Systems of Intervention/Response to Intervention pyramid structure, to ensure the full scope of services offered are understood by all staff, students and parents and gaps and overlaps are eliminated.
<b>2014 Progress Review: This deficiency has been addressed satisfactorily</b>	
<b>Deficiency 6</b>  <b>There is some ambiguity about the respective roles of administrative and support staff which sometimes hampers the effectiveness of communication and the implementation of job responsibilities.</b>	The principal should continue to engage her leadership and instructional teams in candid discussions regarding their respective roles in school improvement efforts. Areas of ambiguity should be addressed and needed training should be provided. The principal should then continue to monitor the effectiveness of their communication and implementation of job responsibilities and hold all staff accountable.
<b>2014 Progress Review: This deficiency has been addressed in an exemplary manner.</b>	

Thomas Jefferson Middle School received the results of the leadership diagnostic on February 25, 2014. A diagnostic review team of seven educators including system practitioners, classroom teachers, parents, and college/university educators conducted on site visits from January 12-15, 2014 at Thomas Jefferson Middle School. The principal and her leadership team gave a formal presentation on the first day of the visit to the diagnostic review team which focused on recent improvements, 2012 Leadership Assessment deficiencies, and future plans.

In preparation for the visit, representatives from Thomas Jefferson Middle School completed the Self-Assessment, Executive Summary, Student Performance Diagnostic, Stakeholder Feedback Diagnostic, KDE Needs Assessment, and Missing

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Piece Diagnostic required by the diagnostic review team. The school also conducted surveys of staff, students, and parents. Survey results were used to guide indicator ratings by the team. In addition, the school provided the team with documents and artifacts to support the indicator ratings of the Self-Assessment.

During the on site visit, the diagnostic review team conducted 85 live interviews of school leaders, advisory council members, teachers and support personnel, parents and community members, and students. Diagnostic review team members also conducted 53 classroom observations spending 20 minutes in each classroom using the Effective Learning Environment Observation Tool (ELEOT).

The report received by the school was organized around the five AdvancEd standards and 33 indicators aimed at supporting continuous school improvement. The five standards include:

- Standard 1: Purpose and Direction
- Standard 2: Governance and Leadership
- Standard 3: Teaching and Assessing for Learning
- Standard 4: Resources and Support Systems
- Standard 5: Using Results for Continuous Improvement

Thomas Jefferson Middle School received fourteen (14) **Opportunities for Improvement** relative to the indicator ratings from the above mentioned standards, with six of them falling within Standard 3: Teaching and Assessing for Learning. Additionally, Thomas Jefferson received five (5) **Improvement Priorities**, with two of the priorities in Standard 1 and the remaining three in Standard 3. These Improvement Priorities as well as the Opportunities for Improvement will be monitored for action, implementation, and effectiveness by the principal, area superintendent, instructional leadership team and the education recovery team at Thomas Jefferson Middle School through the 2014-15 school year and continuing through the next scheduled leadership diagnostic during the 2015-16 school year.

The tables below indicate the specific Improvement Priorities recommended by the diagnostic review team and included in the report dated February 25, 2014.

<b>AdvancED Indicator for School Improvement</b>	<b>Improvement Priority Statement-Recommendation</b>
1.1 – The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	Create and implement a policy that clearly defines a systematic process to provide regular review, revision, and communication of the school’s purpose and direction for student success. Ensure that the process includes participation from all stakeholder groups including parents.
1.3 – The school’s leadership implements a continuous improvement process that	Develop and implement strategies to ensure external stakeholder groups work

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<b>AdvancED Indicator for School Improvement</b>	<b>Improvement Priority Statement-Recommendation</b>
provides clear direction for improving conditions that support student learning.	collaboratively and consistently to build ownership of the school's purpose and direction that yield improved student achievement.
3.3 – Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Design, implement, and monitor systematic procedures that will ensure all teachers are consistently engaging students in learning activities, such as collaboration, self-reflection, problem-solving, development of critical thinking skills, among others, that result in achievement of learning expectations.
3.8 – The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Expand opportunities to meaningfully engage families in their children's educational and learning experiences. Evaluate the effectiveness of such programs and ensure that families have multiple ways of staying informed of their children's learning progress.
3.10 – Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Through a collaborative process, examine current grading policies and the extent to which they contribute to rigorous coursework and high academic expectations. Use the results of this examination to revise grading policies ensuring that they are based on clearly defined criteria that represent the attainment of content knowledge and skills that are consistent across grade levels and common courses.

Thomas Jefferson Middle School also received a **Promising Practice** notation from the diagnostic review team for their exemplary work around Standard 3 Indicator 7 which reads: Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

The team comments include:

“Thomas Jefferson Middle School created an intentional mechanism to induct, mentor, and support new teachers to the Thomas Jefferson community through TJ101. TJ101 was developed not only to address general issues, but also to focus on topics pertinent to new teachers such as writing clear, focused objectives, delivery of instruction, classroom management, and navigation through the complexity of school systems and streamlining understanding of

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those systems. The school has retained most of the new hires that came from the restructuring model chosen by the school. TJ101 is a support structure for first and second year teachers and is currently a sustainable practice. TJ101 is a clearly defined process that intentionally supports first and second year teachers in effective teaching and learning processes and practices. Teachers receive intentional coaching from a veteran teacher who coordinates and implements the support program. All TJ101 teachers gain meaningful ongoing mentoring and support through face-to-face coaching and specific feedback given from observations. The veteran teacher leads TJ101 teachers through Thomas Jefferson's professional learning community, guiding teachers through student data analysis and adjusting professional practice accordingly. TJ101 has systematic support structures that intentionally and purposefully set new teachers up for success. TJ101 provides effective, consistent coaching and job-embedded professional development that promotes continuous improvement in teachers' professional practice. The end result of this intentionality will be increased student achievement."

The final recommendation to the Kentucky Commissioner of Education from the diagnostic review team was that the principal does have the capacity to lead the turnaround work at Thomas Jefferson Middle School and should continue in that role.

However, the audit results do indicate the need for continuous support for teachers through coaching, mentoring, professional development, and implementation of the PLC framework. The instructional staff must improve their ability to provide challenging and equitable learning experiences for all students that are aligned to standards and result in achievement of learning expectations in all content areas; but specifically in the areas of Math and Reading. This learning process would be facilitated and guided by school leadership and the school-based Goal Clarity Coach in collaboration with and support from KDE Educational Recovery staff that will be in the building during the school year.

JCPS has developed and implemented a differentiated support system for each of the cohort 3 priority schools. These schools would continue to have district support in the areas of curriculum and instruction, professional development, human resources, and other critical needs areas. The district will continue to support these schools on a weekly basis through its priority school meetings with JCPS Chief Academic Officer, Assistant Superintendents/ Evaluation Transition Coordinators, and Education Recovery Director. In addition, the district will track the progress of these schools on a regular basis through their quarterly reports to ensure that the necessary supports are in place to continue the momentum that has led to the initial positive results.

*Describe why this intervention model was selected to meet the improvement needs of the school.*

Through leadership assessments, staff surveys, culture and equity audits, state assessments, and the most recent Leadership Diagnostic Review report it has been evidenced that the restaffing model has begun to positively impact the efforts of Thomas

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Jefferson when promoting continuous improvements. By again adopting the restaffing model, momentum will be maintained and continued improvement is expected. It is important to note that one of the most expedient ways to change the climate of the building is to bring in new staff that will promote a culture that acknowledges established non-negotiables that are aligned to the improvement efforts outlined in this application and the school improvement plan. As a school within a large, urban area, there are a large number of potential applicants to fill the positions created by adopting the restaffing model. The district has had experience with restaffing and is confident that this model selection will work.

**Required Turnaround Activities**

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**Please Note:** You may only type in the gray areas.

*Will the principal be replaced? (A principal hired in the last two years as part of an intervention plan does not have to be replaced). Documentation must be submitted verifying the hire date for both a newly hired and retained principal.*

The principal of Thomas Jefferson Middle School, Kimberly Gregory, was hired on September 5, 2008 to lead the school in its reform efforts after it was identified as a priority school in 2012. The most recent leadership assessment results delivered February 25, 2014 found that the principal does have the ability to lead the intervention and should remain as the school's leader (as established in KRS 160.345).

*Describe the operational flexibility (e.g., staffing, calendars/time, and budgeting) the principal will have throughout the implementation of this plan to substantially improve student achievement in literacy and math.*

Priority schools have the ability to write a special budget request to the district to request funding for a program that will support the work at the school. These requests are carefully considered by the superintendent and if found to be central to the work, they are funded. An example of one of these requests was to fund the addition of two interventionists reinforcing the Thomas Jefferson's school improvement goals. The district works to fund programs that priority schools have identified as a need. For example, Thomas Jefferson Middle School is currently participating in an extended learning program offered three days a week to support student learning. Students are provided a third meal and transportation. This opportunity has provided students another means to learn the standards that they have not yet mastered.

Additionally, the principal has been given an extra twenty extended days on her calendar. The purpose of these days is to improve student achievement. The principal is required to submit a calendar with extended days that is approved by the assistant superintendent.

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The district, through the assistant superintendent, will broker resources for immediate school needs. The school's assistant superintendent will also serve as a liaison between the principal and district directors to promote flexibility in securing services and resources. The principal will have additional flexibility to hire staff, to develop a calendar for securing the services and resources, and for developing the budget. Language from the teacher contract states:

*Any school identified as a Priority School under KRS 160.346 by the Kentucky Department of Education will be exempt from any requirements in this Agreement that mandate placement of voluntary or overstaffed employees until such time as the school is no longer identified as low achieving. Any such school shall participate in the transfer process but will not be required to select any staff from the transfer list. Priority Schools may receive their transfer list one week earlier than other schools. In an effort to recruit, retain, and develop highly effective teachers in Priority Schools, the Employer and the Association agree to work in cooperation to provide incentives that could possibly include but are not limited to, National Board Certification, Graduate degree completion, continuing education tuition reimbursement, and/or paid professional development opportunities that pertain to challenges within Priority Schools. The Parties agree that pursuant to state law, the provisions of this collective bargaining agreement shall not supersede the statutory requirements for Priority Schools.*

*Explain the process used to measure the effectiveness of staff to determine those that will be retained. (Must rehire no more than 50% of staff, select new staff)*

On May 10, 2010, the Jefferson County Board of Education approved the Kentucky Teacher Standards as the standards used to screen and hire the faculty and staff at schools implementing the turnaround model. These standards measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students. The standards include:

- Standard 1: The Teacher Demonstrates Applied Content Knowledge
- Standard 2: The Teacher Designs and Plans Instruction
- Standard 3: The Teacher Creates and Maintains Learning Climate
- Standard 4: The Teacher Implements and Manages Instruction
- Standard 5: The Teacher Assesses and Communicates Learning Results
- Standard 6: The Teacher Demonstrates the Implementation of Technology
- Standard 7: Reflects on and Evaluates Teaching and Learning
- Standard 8: Collaborates with Colleagues/Parents/Others

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- Standard 9: Evaluates Teaching and Implements Professional Development
- Standard 10: Provides Leadership Within School/Community/Profession

Each standard has a number of indicators that provides detailed information about the standards and contains a rubric that ranges from initial-level performance to advanced-level performance.

The restaffing process includes the following steps:

- The schools using the Turnaround (Restaffing) Option will overstaff their certified instructional staff and move through a screening and selection process, using the Kentucky Teacher Standards adopted by the local board, for hiring those teachers currently in the building who wanted to remain.
- When the selection committee determines which teachers would remain in the school, those not selected will have the opportunity to request transfer.
- The school-based selection committee will be comprised of two Jefferson County Teachers' Association (JCTA) representatives and two administration representatives.

*Identify the strategies in place (e.g., financial incentives, opportunities for promotion, flexible working conditions) that are designed to recruit, place and retain effective staff.*

Under the current teacher contract, as an enticement for teachers to transfer to a Priority School, the Employer and the Association agree to work in cooperation to provide incentives that could possibly include but are not limited to, National Board Certification, Graduate degree completion, continuing education tuition reimbursement, and/or paid professional development opportunities that pertain to challenges within Priority Schools.

Teachers are rewarded through multiple opportunities within the building. The staff has had the opportunity to work in the after school program during the current school year. Not only were staff pleased to have the additional time to meet individual students' learning needs, they were also paid to work this additional time. There are also multiple opportunities for staff to be leaders in the school and in the district. Priority schools have been provided additional, ongoing learning opportunities (i.e. systems training, frequent priority school meetings, etc.) to enhance practice and create a network promoting communication and shared resources/strategies/systems. As a result, many of the priority schools are on the cutting edge of new strategies and are willing and able to share their knowledge with others. The superintendent and human resources department work closely with priority schools to move administrative staff members that were deemed barriers to student achievement. In many cases, teachers who were not meeting the needs of students were also helped to find more appropriate placements.

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The human resources department works closely with priority schools to provide them top-quality teaching staff when there is a vacancy. These schools are exempted from the rules of the teachers' union contract around hiring off of the transfer list. Although there are many quality teachers on the list and schools have access to them, they are not required to take those teachers. When new teachers are hired, the academic department conducts a New Teacher Institute for all teachers in the district but added two days designed specifically for priority school teachers.

*Describe the on-going, job-embedded professional development, designed with staff input, that is aligned to the school's literacy and math improvement goals and curricula.*

**KPREP Delivery Targets**

<i>Mathematics</i>	2011-12		2012-13		2013-14		2014-15		2015-16	
	School	State	School	State	School	State	School	State	School	State
<b>Delivery Target</b>	Baseline Year		21.7	46.5	30.4	52.5	39.1	58.4	47.8	64.4
<b>Actual Score</b>	13.0	40.6	19.9	40.7						
<b>Met Target</b>	--	--	No	No						
<i>Reading</i>	2011-12		2012-13		2013-14		2014-15		2015-16	
	School	State	School	State	School	State	School	State	School	State
<b>Delivery Target</b>	Baseline Year		29.9	52.1	37.7	57.4	45.5	62.8	53.3	68.1
<b>Actual Score</b>	22.1	46.8	23.0	51.1						
<b>Met Target</b>	--	--	No	No						

Thomas Jefferson Middle School did not meet the delivery targets established by the Unbridled Learning accountability system in neither Mathematics nor Reading. These targets continue to grow annually, making the achievement of the next target even more difficult. The following strategies, utilizing SIG funds, will promote school improvement efforts:

- Professional development will support professional learning teams to collectively establish classroom assessment, select appropriate differentiated instructional strategies, and respond to struggling students with targeted interventions.
- Continuation of TJ 101, a mentoring program established to provide support for new teachers and teachers new to Thomas Jefferson
- Support documents to reinforce discussion topics and enhance TJ 101 participants' overall practice
- Continued support for TJ 101 "graduates" building on previously developed relationship and continued practice
- The district content specialists will be available to consult with school leaders (including the SIG funded TJ 101 mentor) to help Goal Clarity Coaches and/or department heads create effective professional development to support student learning.

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*Identify the new governance structure (e.g., hire turnaround leader, contract with a management company, SBDM Council loses authority) in place and explain why it was selected.*

Based on the February 2014 findings of the School Leadership Assessment Report, it was the consensus of the diagnostic review team that the SBDM council at Thomas Jefferson Middle School has the capacity to continue its roles and responsibilities. In addition, the following evidence was provided within the report:

- The council collaborated during restructuring with the principal.
- The council committees have been established to address student success and they meet regularly.
- The council approved budget and purchased MAP assessments for formative assessment.
- The council does review and revise policies for student success regularly.
- The council has funded/approved additional support positions.
- The council understands and clearly defines their roles and responsibilities.

*Describe the research based literacy and math program that will address the previously identified causes and contributing factors to low student achievement. Explain how both programs are vertically aligned by grade and to state academic standards.*

Thomas Jefferson will continue the implementation of the following researched based programs/approaches:

- The district is focusing instructional efforts around Professional Learning Communities (DuFour, 2004). School leadership and the school-based Goal Clarity Coach will support implementation of effective PLCs. This approach is focused on ensuring that students learn through a culture of collaboration with an emphasis on results. The PLCs allow for schools to create their own pathways to success as measured by specific, established goals that are aligned to meet delivery targets in reading and math.
- An ongoing mentoring program established to enhance teacher effectiveness and provide critical support for new teachers and teachers new to Thomas Jefferson. This approach also reinforces the efforts of 2nd and 3rd year teachers recognizing the implementation process is based on a three year plan. TJ 101 addresses the challenges caused by teacher turnover (an average of at least 8 teachers per year – new to the profession or new to Thomas Jefferson)

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- The KCAS standards for literacy have been adopted by the state, district, and school. The district assessments and other resources will be used as a platform to develop the standards based curriculum applied within the school
- Thomas Jefferson Middle School Math teachers engage in a Professional Learning Community process that engages teachers in deconstructing standards, creating learning objectives, creating common assessments, and analyzing student results for future instructional decisions. Teachers also collaboratively find instructional resources that align with these objectives to implement within the classroom. These instructional resources include: FAL Lessons (Mathematics Assessment Resource Service), Connected Math 2, College Preparatory Math and Compass Learning. Presently, school leadership and math teachers are in the process of adopting a rigorous, real-world curriculum aligned with the Common Core Standards.
- Thomas Jefferson Middle School Language Arts teachers engage in a Professional Learning Community process that engages teachers in deconstructing standards, creating learning objectives, creating common assessments, and analyzing student results for future instructional decisions. Teachers also collaboratively find instructional resources that align with these objectives to implement within the classroom. These instructional resources include: Inside, Elements of Literature, Common Core Ready, and Caught 'Ya (a daily oral language activities program). Additionally, all Literacy Teachers implement the Enrichment Notebook which was created in collaboration with in-house and state literacy specialists. This resource incorporates multiple best practices that include collaborative learning and student discourse strategies along with self-assessment strategies. Ongoing professional development is also provided for all Literacy Teachers to ensure its effectiveness in implementation.

*Describe the plan for the continuous use of student data (e.g., formative, interim, summative assessments) to inform and differentiate instruction and how it will be integrated with the implementation of schoolwide response to intervention.*

Using data to measure depth of student understanding, conceptual development and skill development is critical to enhancing student achievement. Each grading period, our teachers will administer district designed proficiency assessments aligned to state standards and utilize **CASCADE (Classroom Assessment System and Community Access Dashboard for Education)** a web-based data collection system, to disaggregate scores, identify learning gaps, and track individual student and school growth. PLC leaders will communicate progress and next steps with the ILT.

JCPS has developed an assessment system that requires schools to participate in four district proficiencies centered on the core content areas. The results of these proficiencies are used by the school to analyze the instruction and make adjustments. Additionally, schools are required to use a diagnostic test. The district does provide a

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diagnostic test and schools have the option to use the provided assessment or to have PLCs create their own. School leadership and the school-based Goal Clarity Coach would work directly with teams of teachers on the development and implementation of a school-based assessment system and the analysis of the student work resulting from those assessments. As a result of the assessments, the coach would look for trends and provide targeted professional development to address the needs that are identified from the data. The results of these assessments are stored in the district's data system, CASCADE. Schools can analyze the results of the district diagnostics and proficiencies in multiple formats.

The district is also an active partner in KDE's CIITS project. Teachers are creating formative assessments using CIITS. All of these priority schools use MAP as a formative assessment and use these results as well. The CSIP and the progress notes that accompany it are found on the ASSIST platform and all schools have experience using that to capture their work.

PLCs, the administration team, and the ILT will use Excel spreadsheets located on the school's Sky Drive to monitor progress of academic goals and other types of data longitudinally.

The Thomas Jefferson Middle School leadership team will use individual student data from JCPS CASCADE reports, NWEA's (**N**orth **W**est **E**valuation **A**ssociation) **M**easures of **A**cademic **P**rogress (MAP) assessments for math and reading, the Scholastic Reading Inventory (SRI), the state accountability assessment system, and ACT Explore data to monitor student learning progress.

Thomas Jefferson Middle has developed a comprehensive intervention core program providing ongoing support scheduled during the instructional day and utilizing researched based resources/practices. In addition, teachers utilize flexible groupings and differentiated instruction and ensure all students achieve proficiency in all KCAS standards.

*Describe the schedules and strategies implemented to increase learning time (e.g., enrichment, core academic instruction, extended day, before or after school, additional PD/planning activities).*

Thomas Jefferson will continue to implement a master schedule allowing for core academic instruction in English Language Arts, Math, and the promoting of embedded academic interventions to maximize student contact time in these areas.

Embedded professional development for teachers will focus on PBIS (Positive Behavior Intervention Support) and PLC implementation, as well as having literacy and math content support across the curriculum.

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Currently, the district is supporting an after school program for students at priority schools. This program runs three days a week from 2:20-5:00. Students receive instruction based on their own learning needs and also receive a third meal from the federal Nutrition Program. Transportation is provided for every student who needs it. Schools have reports that students are benefitting from the program and that parents/families appreciate the support as well.

*Identify appropriate social-emotional and community-oriented services provided for students and explain how they will reduce barriers to learning.*

The district has provided the Student Response team to support schools on three levels. There is an SRT team at the local school site that addresses most issues. There is a second tier of response at the regional level where a group of central office responders are called in to support the school in addressing a student's social needs. Then there is a third level of response, the district level SRT, that is called in to support the most needy students who are in a crisis and need the strongest supports. The supports at all three levels are designed to give the student, the family, the classroom and the school a menu of strategies and services to meet the needs. In addition, priority schools are all provided ongoing PBIS training and support enhancing the work of their SRTs and overall ability to meet the social-emotional needs of our students.

Our FRYSC, academic counselor, and guidance counselor collaborate to develop and also facilitate groups which meet the needs of special populations including the following:

- ESL support
- College and Career support/ILP Monitoring
- Peer Mediation
- Grief Groups
- Academic Corrective Process
- Bullying/Cyber Bullying
- IEP Access

These programs groups are designed to meet the social and emotional needs of students to help reduce the risks of suspension, improve attendance rates, and reduce various barriers to learning.

Thomas Jefferson Middle School partners with many community groups to offer a variety of community-based experiences through which our students may enhance their social and emotion development:

- Walden Theater
- Seven Counties Services,
- Adelante Hispanic Achievers

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- Junior Achievement
- Mercy Academy Service Learning Collaboration
- Americorps Program
- Neighborhood Place

Our Family Resource Youth Services Coordinator (FRYSC) and community school liaison work with these groups to provide quality community based programs, identify students who would benefit from those programs, and ensure that the programs are based on the needs of the students, and tailored to assist Thomas Jefferson in reaching the goals of the CSIP.

***Districts are not required to address “permissible activities”. However, if a district includes permissible activities it may do so in the spaces below.***

**Turnaround Model (KY HB 176 Restaffing Model) Permissible Activities:**

**Please Note:** You may only type in the gray areas.

*Describe the new school model (e.g., themed, dual language academy, etc.) being implemented and how it will improve student achievement.*

Thomas Jefferson Middle plans to continue implementing the restaffing model with teachers who are fully committed to the PLC process, job-embedded professional development, implementation of PBIS (Positive Behavior Intervention Support), and teaching, learning, and assessing according to the KCAS standards. Interdisciplinary team PLCs, department PLCs, and grade level PLCs will be designed so that teachers can examine student data and alter instruction according to the needs of the students. All teachers will attend summer professional development designed to build teacher capacity in the PLC process, student intervention, and standards based instructional practice. Ongoing job embedded professional development will be implemented at regular intervals to continue to keep teachers abreast of strategies to assist their students' educational growth. Student data will be used to monitor progress through regularly scheduled PLCs, and then ongoing interventions will be implemented for student success. School leaders will regularly monitor progress, give feedback as defined in the PGES system, and participate in collaborative conversations to improve instructional practice.

The Education Recovery staff from the Kentucky Department of Education and Goal Clarity Coaches from JCPS will play a key role in helping to supply the information necessary to Instructional Leadership Teams and councils to lead the turnaround work.

In addition, strong collaboration will exist between the district support staff, SIG-funded coaching positions, Thomas Jefferson's Goal Clarity Coach, and the TJ 101 SIG-funded mentor ensuring continuing support for all staff as well as TJ 101 participants.

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*Explain how the district plans to ensure the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of teacher seniority.*

The human resources department works closely with priority schools to provide them top-quality teaching staff when there is a vacancy. These schools are exempted from the rules of the teachers' union contract around hiring off of the transfer list. Although there are many quality teachers on the list and schools have access to them, they are not required to take those teachers. When new teachers are hired, the academic department does a New Teacher Institute for all teachers in the district but added two days designed specifically for priority school teachers (see Appendix).

*Describe the district plan to conduct periodic reviews to ensure the curriculum is implemented with fidelity and modified if ineffective.*

The Office of Curriculum Instruction has a department led by the assistant superintendent of curriculum and instruction and staffed with a director and content specialists. This department provides curriculum maps, both diagnostic and proficiency assessments and specialists who work closely with schools and/or departments around effective delivery of content to produce higher student achievement. There are additional content specialist to support Program Reviews and academic areas other than the core: music, art, and practical living. Additional support by content specialists will include strategies and support for school-based Response to Interventions (RTI) in our Priority Schools.

District personnel, including the area assistant superintendents, will regularly visit the school and perform classroom walkthroughs to ensure curriculum implementation aligned to pacing maps and appropriate grade level standards.

District personnel, including the area assistant superintendents, will regularly monitor assessment results on district proficiencies as an indicator of curriculum implementation with fidelity.

*Describe how the district will provide additional supports and PD to teachers and principals to serve students with disabilities and limited English proficiency.*

Each priority school has assigned a full time Special Education Consulting Teacher. Duties include building school capacity in the following areas:

- Implement research based practices to close the achievement gap in reading, writing, and math for students with significant underachievement;
- Implement research based practices in teaching grade level content standards for students with significant underachievement;
- Deconstruct content standards for student with significant academic and cognitive deficits;
- Teach social skills for students with behavioral deficits;

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- Teach organization, problem solving, and decision making for student with Executive Functioning deficits;
- Work with teachers in planning and executing co-taught classes;
- Develop and monitor Individual Education Programs, Functional Behavioral Assessments, and Behavior Intervention Plans;
- Collaborate with school-based ECE teachers to ensure that students are placed in their least restrictive environment;
- Design and implement data collection systems as a basis for instruction;
- Priority schools participate in the Positive Behavior Intervention and Supports training, a three to five year training program to create multi-tiered system of proactive supports within a school. School supporters include a trainer, school based PBIS team, and external district level coach;
- Provide additional support specific to school needs. Topics may include Research Based Literacy Interventions, Co-teaching, Aggression Replacement Training, Understand the Rage Cycle, Classroom Management, and Teaching Intensive Students.

Relevant to support for English as Second Language students and programming:

- District and school ESL (English as a Second Language) personnel provide job embedded professional development and instructional support for all faculty members who serve ESL students.
- At Thomas Jefferson Middle School limited English proficient students (LEP) enrolled in the English as a Second Language (ESL) program receive English language development instruction daily in a separate class, taught by a teacher with ESL certification. These ESL classes focus on teaching LEP students academic English and literacy in the language of the content areas: English Language Arts, Math, Science, and Social Studies as well as the social instructional language necessary to communicate effectively within the school setting.

*Describe plans, in secondary schools, to increase student enrollment in advanced course work including supports to ensure low-achieving students can take advantage of these programs.*

- An advanced program test will be administered to incoming sixth graders and new students at the 7<sup>th</sup> and 8<sup>th</sup> grade level to Thomas Jefferson.
- Advanced program and honors classes are offered at each grade level in math and English Language Arts.

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*Describe transition activities from middle to high school such as summer transition programs or freshman academies.*

There are several activities used to assist incoming sixth graders transitioning into middle school. First school leaders work with feeder elementary schools to discuss both Thomas Jefferson's overall program and describe the middle school. Prospective students are invited to visit the school. During the summer, we have an open house for both students and their parents. Guided tours are offered to incoming students and their families to give familiarity to Thomas Jefferson and begin introducing them to their teachers. Finally, our FRYSC has offered a 6<sup>th</sup> grade summer orientation/camp experience providing opportunities for incoming students to meet classmates, be introduced to teachers, and to become accustomed to the school.

To assist with the transition to high school, 8<sup>th</sup> grade students and their parents are offered support during the application process as well as transitioning to high school. The academic counselor, guidance counselor, and FRYSC offer monthly open labs for parents and students to receive support when reviewing high schools options, ILP updates, and the application process. In addition, these staff members mentor 8<sup>th</sup> graders and each student has the opportunity for one on one conferences.

*Identify the strategies in place to increase graduation rates.*

The district has several systems in place to identify and support students considered at-risk of dropping out. These include:

- SmartEd – This system uses a wide variety of research-based factors that identify students that are most at-risk of dropping out of school. (Similar to KDE's Persistence to Graduation Tool).
- Student Response Teams (SRT) – This team is composed of counselors and specialists that come work with the school when there is a student that is struggling and the school needs additional resources.
- Louisville Linked – This evolving system is in place to match students with needs to the appropriate community agency that can meet that need.

At the school level, there are multiple supports in place. These include:

- Academic interventions – by remediating academic deficiencies early, the student does not fall behind and is less at-risk of dropping out. An example of this currently being offered is the extended school day.
- Behavior interventions – by supporting and adequately addressing behavioral issues, students will be less likely to drop out. This past year the school has done considerable work with PBIS.

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- Social-Emotional support – the school counselors are available to work with students that are experiencing social or emotional problems. Along with the counselor is the school FRYSC Coordinator to add support. With students needing more specialized attention, community agencies can become involved (possibly through Louisville Linked) or the district Student Response Team may assist.
- Thomas Jefferson has also developed initiatives to promote positive student, interaction, school ownership, and foster self-sufficiency. 1) Club Day provides opportunities for high levels of student engagement, choice in activities, creative alignment to standards, and student collaboration. 2) PRIDE (Productivity, Responsibility, Initiative, Discovery, Empathy) focused activities/events promote resiliency and reinforce an overall emphasis on peer collaboration.

*Describe the partnership with parents, organizations, and other agencies to create a safe school environment.*

Our Family Resource Youth Services Coordinator (FRYSC) and community school liaison work with outside agencies to provide quality community based programs and identify students who would benefit from participation in these programs. The coordinator ensures that the programs will address the needs of the students and are tailored to assist Thomas Jefferson in reaching the goals of the CSIP for student success. The following agencies and programs help address the social and emotional needs of students reducing the risks of suspension, improving attendance rates, and reducing various barriers to learning.

Thomas Jefferson has parent representatives on the SBDM Council and partners with the following:

- Walden Theater
- Seven Counties Services
- Mercy Academy
- Adelante Hispanic Achievers
- Americorps
- Neighborhood Place

*Identify the strategies implemented to improve school climate and discipline and explain how this will improve student achievement.*

- Thomas Jefferson Middle also utilizes the PAC (Positive Action Center) program where students are assigned when their behaviors are disruptive to the educational environment. In PAC students receive instruction on replacement behaviors with the goal being a reduction in the targeted behaviors and time spent out of the classroom as a result of the targeted behavior.

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- District participation in the implementation of PBIS reinforces existing practices at Thomas Jefferson and offers opportunities for a refinement of current systems.
- Thomas Jefferson Middle has developed a corrective action plan process to support academic achievement and identify students needing continued support through SRT/committee meetings focused on behavioral interventions.
- Continuous collaboration with the district’s ECE consulting teacher (assigned to Thomas Jefferson) ensuring an individualized approach when developing interventions/action plans to support students frequently demonstrating inappropriate behaviors.

*Describe how the school program has been extended to offer full-day kindergarten or pre-kindergarten.*

Thomas Jefferson Middle School serves students in grades 6-8 and does not have a preschool or kindergarten program.

*Describe the per-pupil school-based budget formula being implemented that is weighted based on student needs.*

In addition to funds provided by the SEEK formula and Title I, the district uses Section 7 funding to specifically provide schools funding based on student need. The following description is from the JCBOE: School Allocation Standards for Usage in FY 2014-2015 and Beyond – January 2014:

Section 7, item B states that additional amounts may be distributed “based on pupil needs identified by school councils in their adopted school improvement plans and designated by the Board. Money provided under this subsection shall be used only for the needs identified by the council from its adopted school improvement plan and designated by the Board.”

The Section 7 allocation is available to all regular instruction schools under this provision, and will be known as an equity allocation. This amount and the strategy or strategies to target at-risk students must be included in each school’s Comprehensive School Improvement Plan (CSIP).

It is the responsibility of instructional leadership at the school and district levels to ensure that these funds and strategies are embedded in the CSIP. These funds and strategies should target improved literacy and/or the mental health counseling needs of at-risk students. Intentional discussions with council representatives regarding evidence-based practices\* that can assist in improving literacy and/or meeting the mental health needs of students are imperative. In addition, schools should examine data and eliminate programs that are not producing the intended results.

The equity allocation is separate from and uses a different set of account codes than the site-based allocation. This separation of account codes will ensure the ability of all stakeholders to monitor the budgeting and expense trends of Section 7 allocations.

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Section 7 requests will be reviewed by a committee. Each school will submit a section 7 request form signed by the SBDM council. The form requires the council to document the proposed budget for the equity allocation. The form also requires an evidence-based justification for the planned strategies. The funds may be transferred in the course of the year within the account codes, as long as the transfer supports the original plan.

In addition to the Section 7 funding, for 2013-2014 school year the JCPS BOE set aside \$5,000,000 for Extended Learning Time (also known as ATTAIn) as well as \$2,500,000 for covering transportation. These funds were set aside for Priority Schools and other schools that demonstrated student need. Schools had to submit plans before funding was provided.

*Identify the school pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses should be reflected in the school budget.*

Thomas Jefferson Middle School will participate in all activities sponsored by the Kentucky Department of Education related to Priority School work. Additionally, the district will provide professional development and/or information sessions to the school leadership team and to the Advisory Council as to appropriate and allowable activities and expenses. There are no pre-implementation activities that require SIG funding.

**Actions**

*Explain how the district will monitor changes in instructional practice as a result of job-embedded professional development.*

The district will work collaboratively with the district specialists and the KDE Educational Recovery Staff to monitor changes in the instructional practice as a result of job-embedded professional development. The assistant superintendents and evaluation transition coordinators will be working closely with the school leadership teams to monitor the instructional practice as well. Analyzing data (i.e. behavioral, CASCADE, walk-through, etc.) and determining next steps is a key component to the turnaround work. The Education Recovery (ER) staff will also be active partners in this work. Because the Tier III schools have existing partnerships with the ER staff, these relationships will be already functioning effectively and will have immediate impact on the work.

Principals will collect data from PLC meetings (i.e., agendas, data, analysis sheets, etc.) to share with their instructional leadership and administrative teams to determine effectiveness of teams and next steps that are necessary to move the work forward by improving student achievement. The analysis of this information will help determine how to support the teams. The Goal Clarity Coach or an administrator may need to provide a resource or provide more active support for the PLC. The assistant

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superintendent and ETC will coach the principal based on these artifacts to help determine next steps. Thomas Jefferson will use 30-60-90 plans and quarterly reports to document their short term plans and identify the next steps.

Additionally, all Priority Schools complete the KDE Quarterly Report. This tool is used for school self-monitoring, district monitoring, and state monitoring. The quarterly report provides data on formative assessments, summative assessments, academic interventions, behavioral interventions, and other cognitive and non-cognitive data. Additionally, each section of the Quarterly Reports has a reflection section that is completed by the school's Principal, ER staff, and instructional leaders. The reflection sections can contain information on which instructional practices are achieving the desired results, and which are not. In combination with the Quarterly Reports, the Priority School complete a 30-60-90 plan or other similar planning tools which details instructional strategies the schools are using to improve academic achievement. These 30-60-90 day plans support the school's Comprehensive School Improvement Plan (CSIP) and the district's Comprehensive District Improvement Plan (CDIP).

*Describe how school personnel will be assigned or reassigned, maximizing teaching and learning to address the school's improvement goals.*

Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, screening all existing staff and re-hire no more than 50 percent, and select new staff.

The administrative team will review data gained from teacher evaluations and classroom observations to determine teacher instructional strengths and areas in need of improvement. Upon review of teacher professional qualifications, the administrative team will assign teachers to the appropriate courses and grade-levels to maximize the achievement of the school's improvement goals in accordance with JCTA/JCBOE agreement.

Finally, all new teachers, as well as veteran teachers who are new to Thomas Jefferson, will participate in the mandatory sessions of TJ 101, which is a mentoring program established to provide a multitude of resources for new teachers, with identified and introduced experts in specific areas at the school level to decrease teacher isolation and proactively provide new teachers with a litany of support. Relevant support documents will be used to reinforce discussion topics and enhance participants overall practice. This system also provides support for TJ 101 "graduates" building on previously developed relationships and continued practice. In addition, professional development opportunities will be identified and facilitated based on the feedback from staff, alignment to growth plans/PGES, student data, and a continuation of current coaching systems.

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*Identify how the use of school-level funds from various sources will be changed to support the school's improvement goals.*

Thomas Jefferson Middle School will use all allocated staff positions and retain/hire qualified teachers to support teachers in effectively carrying out the school's overall school improvement plan. The SIG-funded TJ 101 mentor position will ensure capacity building and ongoing mentoring support as new teachers improve practice to meet the differentiated needs of all students. Thomas Jefferson has also requested an additional budget allocation from JCPS to fund the hiring of two interventionists who will collaborate with teachers to provide academic interventions. The Title I budget will reinforce the continued implementation of academic core interventionists within each academic team to provide additional opportunities for struggling students to engage in math and literacy skills and provide professional development opportunities for teachers to engage in collaborative learning.

While the level of funding from SIG funds cannot be maintained, the systems for curriculum alignment, mastery learning, formative and summative assessments, multiple interventions, and data analysis should become the new norm and a lasting culture for higher expectations for students and collaborative professional learning for staff.

The SIG will allow the school to build capacity on the front end that would set a foundation for the school to turnaround. Recently, the school has added additional reading and math teachers and a math coach from the school's local budget. The district has provided a Goal Clarity Coach and a Special Education Resource teacher to support school improvement efforts. Additionally, the principal at Thomas Jefferson will be given twenty extra work days in an extended calendar. These days are to be used to support improved student achievement. The principal will submit a calendar which is approved by the assistant superintendent. Funds for these positions have come from various sources including general fund, Title I, etc.

The school will continue to embed professional development opportunities developing teachers to enhance practice and develop strategies aligned to TJ 101 efforts. Once the SIG funds are no longer available, the professional development support will be provided by in-house staff, as well as the Goal Clarity Coach. In addition, professional development opportunities will be identified and facilitated based on the feedback from staff, alignment to growth plans/PGES, student data, and a continuation of current coaching systems.

*Identify ways family and community supports will be involved with providing meaningful input with planning, implementing and engaging partners in the school(s') intervention model for the next three years.*

Parents serve on the school's SBDM Council and will take part in the review, development, and feedback process pertaining to the school's improvement goals. Community school partners such as Walden Theatre, JA, and Adelante Hispanic

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Achievers, and Mercy Academy will work with the FRYSC and school leadership to provide quality after/in-school school programs based on the goals of the school improvement plan and the Kentucky Common Core Curriculum. Specifically, the tutoring and mentoring program sponsored by Mercy Academy will provide students support aligned to the school's improvement goals. The aforementioned programs provide community engagement, academic and interpersonal skills that will help students as they navigate through middle school. The school also partners with the on-site Neighborhood Place to facilitate evening programs for students that involve families, such as Young Ladies like Us.

Parents provide valuable feedback and input through the AdvancED surveys (ASSIST - "Missing Piece") and the district's Comprehensive School Surveys. The school's administrators, ILT, ERS team, and staff review this feedback through in order to engage all stakeholders.

*Describe the review process of policies and practices of the Board of Education and School Based Decision Making Council conducted to ensure there are no barriers to prevent the full implementation of this intervention model. Include the date(s) of the review. (This is not to ensure legally required policies are in place.)*

The JCPS Board of Education is engaged in a thorough review process of all district policies. The Curriculum and Instruction policies were revised and approved by the Board on January 13, 2014. The revised policies ensure that there are no barriers to prevent full implementation of the intervention model. Some of the new policies are strongly aligned with the model. For instance, Policy 8.111 Professional Learning Communities states that the district will support appropriate infrastructure and systems to support the PLC process of teachers working collaboratively to ensure academic achievement for each student.

The district provides sample SBDM policies to schools for use in developing school specific SBDM policies. A process is in place to ensure that all sample policies are aligned with JCBOE policies, applicable laws and administrative procedures.

Procedures to screen model/sample policies include the following steps:

- SBDM specialist will determine the applicable laws, JCBOE policies and administrative procedures that relate to the sample policy to be developed.
- SBDM specialist will contact the appropriate content specialist (for example, Assistant Superintendent for Diversity, Equity and Poverty Programs will be asked to review the sample Equity and Diversity policy) for assistance in drafting the SBDM sample policy.
- Once drafted, a copy of the sample policy will be forwarded to all cabinet members for final review and approval. SBDM specialist and content specialist will be available to meet with cabinet if necessary.

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- Once approved, the policy and information about applicable laws, JCBOE policies and administrative procedures will be emailed to all SBDM principals.
- Additionally, the new sample policy will be highlighted in SBDM Connections and posted on the SBDM website.

Procedures to screen actual school policies include the following steps:

- SBDM specialist will develop rubrics for each sample policy based on applicable laws, JCBOE policies and administrative procedures to ensure clarity and quality as well as legal compliance.
- All council-approved SBDM policies will be forwarded to the SBDM specialist for review against the rubric. The SBDM specialist will provide feedback to the council, if necessary.
- Implementation of this review process will begin once SBDM sample policies are forwarded to the SBDM principals.

*Identify the school and district policies and/or practices (e.g., curriculum, instructional practices, staffing, calendars/time/schedule, class offerings, budgeting, etc.) that have been changed to ensure the school is able to implement the improvement plan with fidelity.*

The JCPS Board of Education is engaged in a thorough review process of all district policies. The Curriculum and Instruction policies were revised and approved by the Board on January 13, 2014. The revised policies support the implementation of the intervention model (i.e. Policy 8.111 Professional Learning Communities).

The district has supported priority schools by providing focused professional development aligned with the identified school needs. The PD is focused on effective classroom instruction, which includes professional learning communities, closing the opportunity gap, and differentiating instruction. Some examples include:

- Cultural Competency: participated in Cultural Competency and schools participated in a Cultural Competency Institute and follow up sessions provided by Roger Cleveland
- Solution Tree/PLC Training for Principal and Goal Clarity Coach
- RTI Academy-provided by Solution Tree
- David Liben – Common Core Literacy Training and Support

Additionally, there have been opportunities provided at the state level. The Kentucky Leadership Academy (KLA) has provided training around the TPGES model. The ERS and ERL staff is assigned to the school and provides formal professional development based on the school's needs but also provides elbow-to-elbow coaching in classrooms

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for teachers. This team has been supportive in helping individual teachers and teams to grow their pedagogical skill sets to improve student achievement. The ER staff works hand-in-hand with the goal clarity coach and school-funded math coach to support teachers.

The principal at Thomas Jefferson has been given twenty extra work days in an extended calendar. These days are to be used to support improved student achievement. The principal submits a calendar which is approved by the assistant superintendent.

The district has provided support around the PGES implementation. The priority schools are all participating in the PGES rollout and working with a small group of teachers to learn the PGES system. The Evaluation Transition Coordinators have provided group training sessions and individual support to principals and teams to implement the system. As the schools learn the system, more and more common language is being used and more conversations are held that focus directly on improving the teaching in classrooms. There is also support for schools from the Computer Education Support department for technical help. The school's administration and school-based Goal Clarity Coach will be working directly with teachers to meet the goals that they have set as part of the PGES system and will be facilitating conversations around improved pedagogy so that student achievement improves.

JCPS has granted the school principal autonomy to adjust the school's master schedule, provide specific professional development aligned to the school's improvement goals, and flexibility to align budgets to the school's improvement goals. JCPS has also allowed the CSIP to take precedence as the school's governing document granting the school the authority to avoid possible conflicts with the teachers' union in the best interest of meeting the school's improvement goals. School leadership also has the autonomy to determine teacher and administrative roles and responsibilities in response to the CSIP.

As a result of district support, Thomas Jefferson will continue to implement a master schedule that embeds a PLC/Professional Development period for teachers to collaborate and adjust instructional practices to meet student learning needs based on student learning data collected from multiple assessments. Teachers will be required to attend professional development activities and conduct PLCs during this planning time. Resource teachers as well as the school's KDE Educational Recovery team will actively coach teachers to effectively implement the PLC process and provide specific professional development aligned with the school's improvement goals. There will be an ongoing collaboration between the school's SIG-funded TJ 101 mentor and the district's content specialists ensuring an alignment between district support and the school's improvement plan. Additionally, the school will allocate funds from the SIG budget to provide professional development experiences (as well as relevant research-based resources) that promote PLC capacity and the development/monitoring of an Rtl plan addressing individual student learning needs. The administrative team will continue to develop schedules ensuring effective monitoring of PLCs and the consistent collection of data related to instructional practices as a means to regularly provide teachers with individualized feedback and professional development.

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*Identify supports, outside the district, (e.g., education cooperatives, site researchers, higher education personnel, and other external providers) that will be utilized to assist the school in meeting its improvement goals. Describe how these supports were selected and how they will be evaluated to determine their effectiveness.*

- JCPS is a member district to the KY Department of Education Special Education Cooperative system. District training is guided by a KDE designed Logic Model Evaluation System whereby the district discerns needs and then designs district and individual school training based on KY Delivery Models (e.g., College and Career Readiness, Closing the Achievement Gap). Training modules are designed by KDE and then replicated at the district level. Training replicated in JCPS include: Individual Education Program Guidance Document, Evidence Based Practices for Autism, Middle School Math Cohorts, and Evidence Based Practices in Literacy. These supports help teachers better serve special education students.
- The district worked closely with the Kentucky Department of Education to address disparities around suspensions of African-American students and special education students. To address the disparities, JCPS has organized training with Positive Behavior Intervention Systems (PBIS). PBIS training is provided by two different trainers: Mike Waford of KY Center for Instructional Discipline and Susan Isaacs of Safe and Civil Schools. A PBIS program evaluation system is being designed by JCPS. The PBIS training that is being provided helps schools look at their own data and make careful decisions for their own particular building to create a positive learning culture so that students can have a safe learning environment. Thomas Jefferson is participating in this training.
- Thomas Jefferson has Education Recovery staff members that have been assigned to them by the Kentucky Department of Education (KDE). Currently, there are a math specialist and a literacy specialist assigned to the school. These specialists work hand-in-hand with the school and district staff to support implementation of the school's improvement plan. The KDE staff primarily supports work around instruction, analyzing data, and other individualized school needs. Adelante Hispanic Achievers ([www.adelanteky.org](http://www.adelanteky.org)), provides after school tutoring and homework help at Thomas Jefferson Middle School every Thursday from 2:20 to 5:00 p.m. The goal of Adelante Hispanic Achievers is to guide and support students as they work to achieve their goals of becoming productive members of the community.
- Thomas Jefferson Middle has developed a partnership with Mercy Academy providing ongoing tutoring support for targeted students (primarily in the areas of reading and math). This service learning experience promotes the development of meaningful relationships and provides individualized academic support for participating Thomas Jefferson students.

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*Identify the state and federal funding resources that will be adjusted to continue reform efforts when the SIG funds are no longer available. Describe how data analysis will continue to drive instructional changes and annual goals.*

The school will direct its flexible spending funds toward the support of on-going professional development aligned to the PLC, PBIS and RtI initiatives. School leaders will ensure teacher professional growth plans align with the school's improvement goals. The school's master schedule will also reflect the goal of sustaining the PLC process and on-going teacher professional development by maintaining embedded time in the daily instructional schedule for PLC and PD activities. School administrators will continue to evaluate the effectiveness of PLCs and PBIS through frequent participation in teacher PLCs, frequent classroom observations, and the monitoring of student learning and behavioral data. The school's Title I funds will also be directed toward the continuous development of the improvement initiatives necessary to meet the school's improvement goals.

The school will continue to embed professional development opportunities utilizing data (coupled with walk through/evaluation feedback) to determine next steps for intervention modifications and individualized student/staff support. This process includes the effective use of data reinforcing the coaching efforts implemented by the SIG-funded TJ 101 mentor.

*Describe the procedures the school and district will implement to ensure that all actions taken and activities implemented result in sustainable processes that positively affect student achievement.*

The achievement area assistant superintendent and the evaluation transition coordinator will work regularly with the identified schools to ensure that a sustainable plan is being created that will positively affect student achievement. As the assistant superintendents, ER staff and school leadership teams work together, it will be incumbent upon them to work and re-work plans as new data is examined. Working as a team will enhance the work and will ensure that there are multiple voices heard and many people are a part of improving the policies, procedures and systems. The work will be captured in the Quarterly Reports as well as 30-60-90 or other similar planning documents. Because these documents are federal requirements, there will be a record of the work. The district staff and the ER staff will work together to monitor the plans and ensure that teams are working together to provide effective strategies to improve student achievement.

The Thomas Jefferson leadership team will continue the process of reviewing the CSIP in 30 day intervals to ensure adequate progress is being made toward school improvement goals. Furthermore, school leaders and staff will use student learning and behavioral data during PLCs on a weekly basis to adjust the school's improvement initiatives and ensure the improvement initiatives align to practices best suited for improving student achievement. JCPS will frequently monitor student data through the

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school's KDE required quarterly report, CASCADE, and the district's dashboard system to ensure that continuous school improvement is occurring

While the level of funding from SIG funds cannot be maintained, the systems for curriculum alignment, mastery learning, formative and summative assessments, multiple interventions, and data analysis should become the new norm and a lasting culture for higher expectations for students and collaborative professional learning for staff.

The SIG will allow the school to build capacity on the front end that would set a foundation for the school to turnaround. The district has provided a Goal Clarity Coach and a Special Education Resource Teacher to support school improvement efforts. In addition, there will be an ongoing collaboration between the school's SIG-funded TJ 101 mentor and the district's content specialists ensuring an alignment between district support and the school's improvement plan.

Additionally, the principal at Thomas Jefferson will be given twenty extra work days in an extended calendar. These days are to be used to support improved student achievement. The principal will submit a calendar which is approved by the assistant superintendent. Funds for these positions have come from various sources including general fund, Title I, etc.

The school will provide embedded professional development to build teachers' capacity to provide effective instruction, develop quality formative assessments, and use the results of assessments to adjust instruction to meet needs of all students. Once the SIG funds are no longer available, the PD can be provided by in-house staff, as well as the Goal Clarity Coach.

By strategically using the master schedule, Thomas Jefferson will be able to provide interventions and common planning periods. This will support PLCs that will support continued school change to improve student achievement.

### **Timeline**

**Please Note:** You may only type in the gray areas.

Develop a three-year timeline that describes the steps necessary to implement the intervention model. The timeline must include, but is not limited to the following activities: analysis of data, professional development, parent and community input and involvement activities, annual assessments, quarterly assessments, district and school leadership activities.

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T.J. 101/202 Schedule

Year 1

Task	Sponsor	Due Date
TJ 101 Teachers as they are hired will receive the Thomas Jefferson Middle School Faculty Handbook and complete the scavenger hunt.	Principal / TJ 101 Mentor	July 2014
TJ 101 Teachers will be invited to a luncheon with mentor and members of the leadership team, including the principal.	Principal / TJ 101 Mentor / ILT	July 2014
TJ 101 Teachers will engage in professional development regarding establishing and maintaining a positive learning environment.	Principal / TJ 101 Mentor / Resource Team	July and August 2014
TJ 101 Teachers will engage in professional development regarding valuing and supporting student diversity and addressing individual student needs.	Principal / TJ 101 Mentor / Resource Team	August 2014
TJ 101 Teachers will engage in professional development regarding supporting common assessment development and curricular planning.	Principal / TJ 101 Mentor / Resource Team	August 2014
TJ 101 Teachers will engage in professional development regarding collaborating with colleagues and becoming a responsible team member.	Principal / TJ 101 Mentor	September 2014
TJ 101 Teachers will engage in professional development regarding implementing planned activities that enhance student learning and engaging all parties.	Principal / TJ 101 Mentor / ECE Support	September 2014
TJ 101 Teachers will engage in embedded professional development regarding discussing best practices, analyzing student data, and increasing teacher effectiveness. (Ongoing – Every Six Weeks)	Principal / TJ 101 Mentor / Resource Team	September, October, December, January, March, April 2014
TJ 101 Teachers will engage in professional development regarding assessing learning and communicating results to students.	Principal / TJ 101 Mentor	September and October 2014
TJ 101 Teachers will engage in professional development regarding	Principal / TJ 101 Mentor / Resource Team	October 2014

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Task	Sponsor	Due Date
creating a learning climate that supports the development of student abilities.		
TJ 101 Teachers will engage in professional development regarding maintaining a positive learning environment.	Principal / TJ 101 Mentor	October 2014
TJ 101 Teachers will engage in professional development regarding fostering mutual respect between teacher and students and among students.	Principal / TJ 101 Mentor	November 2014
TJ 101 Teachers will engage in professional development regarding consistently treating all students with respect and concern.	Principal / TJ 101 Mentor	November 2014
TJ 101 Teachers will engage in professional development regarding maintaining a classroom environment that is emotionally and physically safe for all students.	Principal / TJ 101 Mentor	November 2014
TJ 101 Teachers will engage in professional development regarding collaborating with colleagues, parents and other agencies to design, implement and support learning programs.	Principal / TJ 101 Mentor	December 2014
TJ 101 Teachers will engage in professional development regarding maintaining a positive learning environment.	Principal / TJ 101 Mentor	December 2014
TJ 101 Teachers will engage in professional development regarding planning instructional strategies and activities that will facilitate multiple levels of learning.	Principal / TJ 101 Mentor / Resource Team	January 2014
TJ 101 Teachers will engage in professional development regarding assessing learning and communicating results to students.	Principal / TJ 101 Mentor	January 2014
TJ 101 Teachers will engage in professional development regarding facilitating multiple levels of learning.	Principal / TJ 101 Mentor / Resource Team	February 2014

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Task	Sponsor	Due Date
TJ 101 Teachers will engage in professional development regarding consistently anticipating misconceptions related to the content and address them using appropriate instructional practices.	Principal / TJ 101 Mentor	February 2014
TJ 101 Teachers will engage in professional development regarding effective questioning strategies.	Principal / TJ 101 Mentor	March 2014
TJ 101 Teachers will engage in professional development regarding reflecting on and evaluating specific teaching learning situations and/or programs.	Principal / TJ 101 Mentor / Resource Team	March 2014
TJ 101 Teachers will engage in professional development regarding reflecting on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.	Principal / TJ 101 Mentor	March 2014
TJ 101 Teachers will engage in professional development regarding maintaining a positive testing environment.	Principal / TJ 101 Mentor	April 2014
TJ 101 Teachers will engage in professional development regarding maintaining a fair, respectful and productive classroom environment conducive to learning.	Principal / TJ 101 Mentor	April 2014

Year 2

Task	Sponsor	Due Date
TJ 101 Teachers as they are hired will receive the Thomas Jefferson Middle School Faculty Handbook and complete the scavenger hunt.	Principal / TJ 101 Mentor	July 2015
TJ 101 Teachers will be invited to a luncheon with mentor and members of the leadership team, including the principal.	Principal / TJ 101 Mentor / ILT	July 2015
TJ 101 Teachers will engage in professional development regarding establishing and maintaining a positive learning environment.	Principal / TJ 101 Mentor / Resource Team	July and August 2015

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Task	Sponsor	Due Date
TJ 101 Teachers will engage in professional development regarding valuing and supporting student diversity and addressing individual student needs.	Principal / TJ 101 Mentor / Resource Team	August 2015
TJ 101 Teachers will engage in professional development regarding supporting common assessment development and curricular planning.	Principal / TJ 101 Mentor / Resource Team	August 2015
TJ 101 Teachers will engage in professional development regarding collaborating with colleagues and becoming a responsible team member.	Principal / TJ 101 Mentor	September 2015
TJ 101 Teachers will engage in professional development regarding implementing planned activities that enhance student learning and engaging all parties.	Principal / TJ 101 Mentor / ECE Support	September 2015
TJ 101 Teachers will engage in embedded professional development regarding discussing best practices, analyzing student data, and increasing teacher effectiveness. (Ongoing – Every Six Weeks)	Principal / TJ 101 Mentor / Resource Team	September, October, December, January, March, April 2015
TJ 101 Teachers will engage in professional development regarding assessing learning and communicating results to students.	Principal / TJ 101 Mentor	September and October 2015
TJ 101 Teachers will engage in professional development regarding creating a learning climate that supports the development of student abilities.	Principal / TJ 101 Mentor / Resource Team	October 2015
TJ 101 Teachers will engage in professional development regarding maintaining a positive learning environment.	Principal / TJ 101 Mentor	October 2015
TJ 101 Teachers will engage in professional development regarding fostering mutual respect between teacher and students and among students.	Principal / TJ 101 Mentor	November 2015
TJ 101 Teachers will engage in professional development regarding	Principal / TJ 101 Mentor	November 2015

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Task	Sponsor	Due Date
consistently treating all students with respect and concern.		
TJ 101 Teachers will engage in professional development regarding maintaining a classroom environment that is emotionally and physically safe for all students.	Principal / TJ 101 Mentor	November 2015
TJ 101 Teachers will engage in professional development regarding collaborating with colleagues, parents and other agencies to design, implement and support learning programs.	Principal / TJ 101 Mentor	December 2015
TJ 101 Teachers will engage in professional development regarding maintaining a positive learning environment.	Principal / TJ 101 Mentor	December 2015
TJ 101 Teachers will engage in professional development regarding planning instructional strategies and activities that will facilitate multiple levels of learning.	Principal / TJ 101 Mentor / Resource Team	January 2015
TJ 101 Teachers will engage in professional development regarding assessing learning and communicating results to students.	Principal / TJ 101 Mentor	January 2015
TJ 101 Teachers will engage in professional development regarding facilitating multiple levels of learning.	Principal / TJ 101 Mentor / Resource Team	February 2015
TJ 101 Teachers will engage in professional development regarding consistently anticipating misconceptions related to the content and address them using appropriate instructional practices.	Principal / TJ 101 Mentor	February 2015
TJ 101 Teachers will engage in professional development regarding effective questioning strategies.	Principal / TJ 101 Mentor	March 2015
TJ 101 Teachers will engage in professional development regarding reflecting on and evaluating specific teaching learning situations and/or programs.	Principal / TJ 101 Mentor / Resource Team	March 2015

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Task	Sponsor	Due Date
TJ 101 Teachers will engage in professional development regarding reflecting on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.	Principal / TJ 101 Mentor	March 2015
TJ 101 Teachers will engage in professional development regarding maintaining a positive testing environment.	Principal / TJ 101 Mentor	April 2015
TJ 101 Teachers will engage in professional development regarding maintaining a fair, respectful and productive classroom environment conducive to learning.	Principal / TJ 101 Mentor	April 2015

Year 3

Task	Sponsor	Due Date
TJ 101 Teachers as they are hired will receive the Thomas Jefferson Middle School Faculty Handbook and complete the scavenger hunt.	Principal / TJ 101 Mentor	July 2016
TJ 101 Teachers will be invited to a luncheon with mentor and members of the leadership team, including the principal.	Principal / TJ 101 Mentor / ILT	July 2016
TJ 101 Teachers will engage in professional development regarding establishing and maintaining a positive learning environment.	Principal / TJ 101 Mentor / Resource Team	July and August 2016
TJ 101 Teachers will engage in professional development regarding valuing and supporting student diversity and addressing individual student needs.	Principal / TJ 101 Mentor / Resource Team	August 2016
TJ 101 Teachers will engage in professional development regarding supporting common assessment development and curricular planning.	Principal / TJ 101 Mentor / Resource Team	August 2016
TJ 101 Teachers will engage in professional development regarding collaborating with colleagues and becoming a responsible team member.	Principal / TJ 101 Mentor	September 2016
TJ 101 Teachers will engage in	Principal / TJ 101	September 2016

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Task	Sponsor	Due Date
professional development regarding implementing planned activities that enhance student learning and engaging all parties.	Mentor / ECE Support	
TJ 101 Teachers will engage in embedded professional development regarding discussing best practices, analyzing student data, and increasing teacher effectiveness. (Ongoing – Every Six Weeks)	Principal / TJ 101 Mentor / Resource Team	September, October, December, January, March, April 2016
TJ 101 Teachers will engage in professional development regarding assessing learning and communicating results to students.	Principal / TJ 101 Mentor	September and October 2016
TJ 101 Teachers will engage in professional development regarding creating a learning climate that supports the development of student abilities.	Principal / TJ 101 Mentor / Resource Team	October 2016
TJ 101 Teachers will engage in professional development regarding maintaining a positive learning environment.	Principal / TJ 101 Mentor	October 2016
TJ 101 Teachers will engage in professional development regarding fostering mutual respect between teacher and students and among students.	Principal / TJ 101 Mentor	November 2016
TJ 101 Teachers will engage in professional development regarding consistently treating all students with respect and concern.	Principal / TJ 101 Mentor	November 2016
TJ 101 Teachers will engage in professional development regarding maintaining a classroom environment that is emotionally and physically safe for all students.	Principal / TJ 101 Mentor	November 2016
TJ 101 Teachers will engage in professional development regarding collaborating with colleagues, parents and other agencies to design, implement and support learning programs.	Principal / TJ 101 Mentor	December 2016
TJ 101 Teachers will engage in	Principal / TJ 101	December 2016

Kentucky Department of Education  
 District Application for School Improvement Funds

(Section 1003g)

**Turnaround Model (KY HB 176 Restaffing Model)**

Task	Sponsor	Due Date
professional development regarding maintaining a positive learning environment.	Mentor	
TJ 101 Teachers will engage in professional development regarding planning instructional strategies and activities that will facilitate multiple levels of learning.	Principal / TJ 101 Mentor / Resource Team	January 2016
TJ 101 Teachers will engage in professional development regarding assessing learning and communicating results to students.	Principal / TJ 101 Mentor	January 2016
TJ 101 Teachers will engage in professional development regarding facilitating multiple levels of learning.	Principal / TJ 101 Mentor / Resource Team	February 2016
TJ 101 Teachers will engage in professional development regarding consistently anticipating misconceptions related to the content and address them using appropriate instructional practices.	Principal / TJ 101 Mentor	February 2016
TJ 101 Teachers will engage in professional development regarding effective questioning strategies.	Principal / TJ 101 Mentor	March 2016
TJ 101 Teachers will engage in professional development regarding reflecting on and evaluating specific teaching learning situations and/or programs.	Principal / TJ 101 Mentor / Resource Team	March 2016
TJ 101 Teachers will engage in professional development regarding reflecting on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.	Principal / TJ 101 Mentor	March 2016
TJ 101 Teachers will engage in professional development regarding maintaining a positive testing environment.	Principal / TJ 101 Mentor	April 2016
TJ 101 Teachers will engage in professional development regarding maintaining a fair, respectful and productive classroom environment conducive to learning.	Principal / TJ 101 Mentor	April 2016

Kentucky Department of Education  
 District Application for School Improvement Funds  
 (Section 1003g) **Turnaround Model (KY HB 176 Restaffing Model)**

**Annual Goals**

**Please Note:** You may only type in the gray areas.

*Develop **annual** S.M.A.R.T. goals (Goals must be specific, measureable, attainable, realistic, and time bound.) for literacy and mathematics for each year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.*

The annual goals listed below for each grade level and content area were calculated using the KDE delivery target methodology.

**Annual Goals**

	Baseline 12-13	Year 1 14-15	Year 2 15-16	Year 3 16-17
Reading				
6 <sup>th</sup> Grade	16.1	44.63	52.54	60.45
7 <sup>th</sup> Grade	27.8	43.09	51.22	59.35
8 <sup>th</sup> Grade	23.6	48.27	55.66	63.05
Mathematics				
6 <sup>th</sup> Grade	13.7	39.59	48.22	56.85
7 <sup>th</sup> Grade	17.7	35.39	44.62	53.85
8 <sup>th</sup> Grade	27.9	41.76	50.08	58.40

**Thomas Jefferson Goals:**

- Increase reading KPREP scores for all students from 23.0% P/D to 61.1% P/D in 2017.
- Increase math KPREP scores for all students from 19.9% P/D to 56.5% P/D in 2017.
- Increase program review scores.
- Increase reading KPREP scores for gap students from 21.5% P/D to 59.6% P/D in 2017.
- Increase math KPREP scores for gap students from 18.5% P/D to 55.5% P/D in 2017.
- Increase the percentage of students meeting benchmark for the EXPLORE assessment in Reading from 15.3% to 17%, in Math from 13.6% to 15%, and in English from 33.9% to 36% by 2015.
- Increase social studies KPREP scores for all students from 33.6% P/D to 67.6% P/D in 2017.
- Increase science KPREP scores for all students from 29.0% P/D to 64.6% P/D in 2017.
- Increase writing KPREP scores for all students from 15.2% P/D to 59.0% P/D in 2017.
- Fully implement PGES by 2014-15.
- Recruit, train, and retain highly qualified staff.

Kentucky Department of Education  
District Application for School Improvement Funds

(Section 1003g) **Turnaround Model (KY HB 176 Restaffing Model)**

*Develop **quarterly** S.M.A.R.T. goals for literacy and math for each of year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.*

**Year 1**

	Baseline 12-13	1 <sup>st</sup> Quarter 14-15	2 <sup>nd</sup> Quarter 14-15	3 <sup>rd</sup> Quarter 14-15	4 <sup>th</sup> Quarter 14-15
<b>Reading</b>					
6 <sup>th</sup> Grade	16.1	38.70	40.68	42.65	44.63
7 <sup>th</sup> Grade	27.8	36.99	39.03	41.06	43.09
8 <sup>th</sup> Grade	23.6	42.73	44.58	46.42	48.27
<b>Mathematics</b>					
6 <sup>th</sup> Grade	13.7	33.12	35.28	37.43	39.59
7 <sup>th</sup> Grade	17.7	28.47	30.78	33.08	35.39
8 <sup>th</sup> Grade	27.9	35.52	37.60	39.68	41.76

**Year 2**

	1 <sup>st</sup> Quarter 15-16	2 <sup>nd</sup> Quarter 15-16	3 <sup>rd</sup> Quarter 15-16	4 <sup>th</sup> Quarter 15-16
<b>Reading</b>				
6 <sup>th</sup> Grade	46.61	48.59	50.56	52.54
7 <sup>th</sup> Grade	45.12	47.16	49.19	51.22
8 <sup>th</sup> Grade	50.12	51.97	53.81	55.66
<b>Mathematics</b>				
6 <sup>th</sup> Grade	41.75	43.91	46.06	48.22
7 <sup>th</sup> Grade	37.70	40.01	42.31	44.62
8 <sup>th</sup> Grade	43.84	45.92	48.00	50.08

**Year 3**

	1 <sup>st</sup> Quarter 16-17	2 <sup>nd</sup> Quarter 16-17	3 <sup>rd</sup> Quarter 16-17	4 <sup>th</sup> Quarter 16-17
<b>Reading</b>				
6 <sup>th</sup> Grade	54.52	56.50	58.47	60.45
7 <sup>th</sup> Grade	53.25	55.29	57.32	59.35
8 <sup>th</sup> Grade	57.51	59.36	61.20	63.05
<b>Mathematics</b>				
6 <sup>th</sup> Grade	50.38	52.54	54.69	56.85
7 <sup>th</sup> Grade	46.93	49.24	51.54	53.85
8 <sup>th</sup> Grade	52.16	54.24	56.32	58.40

Thomas Jefferson Middle School will continue to follow district assessment guidelines to complete diagnostic and proficiency assessments. These are offered approximately every six weeks or twice per quarter in both reading and math. Teachers will also create

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District Application for School Improvement Funds  
(Section 1003g)      **Turnaround Model (KY HB 176 Restaffing Model)**

and administer common formative assessments twice each 6 weeks throughout the year. PLCs will provide the time for assessment selection, data review, and planning for intervention on a weekly time frame in reading and math. At this time nearly 80% of our students are performing below grade level. Having time to process the data that is a result of district, formative and MAP assessments will help teachers get a clear picture of progress toward mastery of national standards. These assessments will measure the effectiveness of lessons in a timely manner to allow teachers to re-teach in order to move more students to mastery. Formative Assessments tied to the standards will provide the opportunity to re-assess areas that were not at the proficient level on district assessment.

*After each quarterly analysis of goals, describe steps the district will take if the school(s) is not making progress toward meeting the annual goals.*

At the end of each quarter the school will analyze data to determine next steps. The district will review the data analysis and consult with the leadership about plans for improvement. The analysis will be informed by the current teacher performance standards and the Interstate School Leaders Licensure Consortium (ISLLC) standards and the PGES systems. Depending on the results of the analysis at the individual school, the district will make plans to take proactive steps toward improvement.

**Consultation**

*Describe how the district collaborated with the SBDM Council and other relevant stakeholders (e.g., Board of Education members, school leadership, school staff, parents and community) during the SIG planning process. Include information regarding the development of the intervention model, identification of best practices and research based strategies that will improve student achievement at the school. Tell how these stakeholders will continue to be involved with the implementation of the model during the next three years.*

A team of district, state, and school-based staff developed the intervention model described in the School Improvement Grant for Thomas Jefferson Middle School. This team considered suggestions from the JCPS Chief Academic Officer with input from the Evaluation and Transition Coordinator for JCPS Academic Achievement Area 3, staff at the JCPS Data Management, Planning, and Program Evaluation office, Thomas Jefferson’s Educational Recovery Leader and Educational Recovery Specialists in Math and English Language Arts, and school-based resource staff and administrators. The plan was reviewed several times by team members for content and budget checks.

The comprehensive reform initiative outlined in the School Improvement Grant will be monitored on a quarterly basis each year through a “Quarterly Report”, which is submitted to the Kentucky Department of Education. Student progress will be measured using the district diagnostic and proficiency assessments for each content area, the Northwest Evaluation Association’s Measures of Academic Progress assessments, and the Scholastic Reading Inventory. Student data will be examined

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(Section 1003g)      **Turnaround Model (KY HB 176 Restaffing Model)**

and next steps for instruction will be developed through through the development of a comprehensive PLC schedule that follows each round of district proficiencies as outlined above. Progress will be monitored by the Instructional Leadership Team which includes the principal, assistant principals, counselors, Educational Recovery Leader and specialists, department chairs, team leaders, and parents. Adjustments will be made to the intervention strategies through the quarterly reporting data analysis and reflection process. Quarterly Report results will be shared with the members of the SBDM Council (which includes teachers and parents), the Assistant Superintendent for Academic Achievement Area 3, and the larger school community.

**School Budget Narrative**

*The budget must include a minimum amount of \$50,000 per school per year and may not exceed \$2 million per school per year.*

*Describe how the school intends to use the SIG funds for each year of the three year cycle. Funds must be used to implement the selected model to address the causes and contributing factors to low student achievement.*

The main focus for the use of these funds is based on providing ongoing support for the development of new teachers and reinforcing effective practice aligned to the school's improvement plan. Specifically, the funds will be used for the following:

- Purchase .75 of an instructional coach/mentor ensuring the continuation of TJ 101, a mentoring program established to provide support for new teachers and teachers new to Thomas Jefferson. This initiative includes the continued support for TJ 101 “graduates” building on previously developed relationship and continued practice requiring a three-year plan for support”
- All new teachers, as well as veteran teachers who are new to Thomas Jefferson, will participate in the mandatory sessions of TJ 101 (facilitated by the SIG funded instructional coach/mentor), which is a mentoring program established to provide a multitude of resources for new teachers, with identified and introduced experts in specific areas at the school level to decrease teacher isolation and proactively provide new teachers with a litany of support. Relevant support documents (reference materials) will be used to reinforce discussion topics and enhance participants overall practice. This system also provides support for TJ 101”graduates” building on previously developed relationships and continued practice. In addition, embedded professional development opportunities will be identified and facilitated based on the feedback from staff, alignment to growth plans/PGES, student data, and a continuation of current coaching systems.
- The SIG funded TJ 101 mentor will collaborate with the school's Goal Clarity Coach and/or department heads to create effective professional development to support student learning

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*Describe how the school aligned multiple state and federal funds with the selected intervention model. (May include, but are not limited to, Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)*

Other district resources that will be used to support the intervention model will be:

- Textbook funds
  
- A Goals Clarity Coach for teacher development of curriculum and instruction
  
- English Language Arts (ELA) Resource Teacher
  
- Safe School funds for after school activities/clubs.
  
- ECE Consulting Resource Teacher for teacher development

The Youth Service Center Coordinator will work with staff to promote family involvement in the areas of attendance, participation in student-led conferences/parent teacher conferences, as well as provide services to students to help alleviate barriers to student achievement. The staff will work with the Youth Service Center Coordinator to identify and address the needs (social and emotional) of students. Seven Counties counseling services will work in unison with the YSCC and the counselors after the student are identified to get counseling services during the school day.

Thomas Jefferson receives funds from the district for a Goal Clarity Coach and an ECE Consulting Resource Teacher for the building. These two positions are used to help with curriculum, instruction, remediation strategies, and interventions throughout the school for all content areas.

Kentucky Department of Education  
 District Application for School Improvement Funds  
 (Section 1003g) **Turnaround Model (KY HB 176 Restaffing Model)**

**Year 1 Budget**

**Please Note:** You may only type in the gray areas.

<b>School</b>	Thomas Jefferson Middle School	<b>District</b>	Jefferson County Public Schools
<b>MUNIS Code</b>	<b>Description of Activity</b>		
		<b>Amount Requested</b>	
110	0.75 FTE SIG Teacher	\$41,000	
111			
112			
113			
120			
130			
211	Life Insurance	\$61	
212	Health Insurance	\$5,400	
213	Liability Ins	\$30	
214			
219	Long Term Disability Ins	\$135	
221	State Life	\$12	
222	Medicare Match	\$533	
231	KTRS	\$6,296	
232			
233			
240			
251			
253	Unemployment	\$45	
260	Workers Comp	\$156	
291			
296	State Administrative Fee	\$57	

Kentucky Department of Education  
 District Application for School Improvement Funds  
**Turnaround Model (KY HB 176 Restaffing Model)**

(Section 1003g)

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Turnaround Model (KY HB 176 Restaffing Model)**

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
584		
585		
586		
589		
616		
626		
627		
629		
641		
642		
643		
645		
646		
647	Reference Materials	\$ 3,143
649		
650		
734		
735		
738		
810		
892		
894		
913		
<b>Total Amount Requested</b>		<b>\$ 56,868</b>

Kentucky Department of Education  
 District Application for School Improvement Funds  
 (Section 1003g) **Turnaround Model (KY HB 176 Restaffing Model)**

**Year 2 Budget**

**Please Note:** You may only type in the gray areas.

<b>School</b>	Thomas Jefferson Middle School	<b>District</b>	Jefferson County Public Schools
<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>	
110	0.75 FTE SIG Teacher	\$41,410	
111			
112			
113			
120			
130			
211	Life Insurance	\$62	
212	Health Insurance	\$5,400	
213	Liability Ins	\$30	
214			
219	Long Term Disability Ins	\$137	
221	State Life	\$12	
222	Medicare Match	\$538	
231	KTRS	\$6,669	
232			
233			
240			
251			
253	Unemployment	\$45	
260	Workers Comp	\$157	
291			
296	State Administrative Fee	\$57	

Kentucky Department of Education  
 District Application for School Improvement Funds  
**Turnaround Model (KY HB 176 Restaffing Model)**

(Section 1003g)

<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>
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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Turnaround Model (KY HB 176 Restaffing Model)**

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
584		
585		
586		
589		
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626		
627		
629		
641		
642		
643		
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647	Reference Materials	\$2,000
649		
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734		
735		
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913		
<b>Total Amount Requested</b>		<b>\$ 56,517</b>

Kentucky Department of Education  
 District Application for School Improvement Funds  
 (Section 1003g) **Turnaround Model (KY HB 176 Restaffing Model)**

**Year 3 Budget**

**Please Note:** You may only type in the gray areas.

<b>School</b>	Thomas Jefferson Middle School	<b>District</b>	Jefferson County Public Schools
<b>MUNIS Code</b>	<b>Description of Activity</b>	<b>Amount Requested</b>	
110	0.75 FTE SIG Teacher	\$41,824	
111			
112			
113			
120			
130			
211	Life Insurance	\$62	
212	Health Insurance	\$5,400	
213	Liability Ins	\$30	
214			
219	Long Term Disability Ins	\$138	
221	State Life	\$12	
222	Medicare Match	\$530	
231	KTRS	\$6,736	
232			
233			
240			
251			
253	Unemployment	\$45	
260	Workers Comp	\$159	
291			
296	State Administrative Fee	\$57	

Kentucky Department of Education  
 District Application for School Improvement Funds  
 Turnaround Model (KY HB 176 Restaffing Model)

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
294		
295		
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Kentucky Department of Education  
 District Application for School Improvement Funds  
**Turnaround Model (KY HB 176 Restaffing Model)**

(Section 1003g)

MUNIS Code	Description of Activity	Amount Requested
584		
585		
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627		
629		
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647	Reference Materials	\$2,000
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<b>Total Amount Requested</b>		<b>\$ 56,993</b>

----- End of School Application -----

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JCBE-JCTA Agreement  
2013-2018

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Equal Opportunity/Affirmative Action Employer  
Offering Equal Educational Opportunities

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10			

PREAMBLE

The Jefferson County Board of Education and the Jefferson County Teachers Association do hereby agree that the welfare and success of the children of Jefferson County is paramount and will be promoted by both parties.

The parties further recognize that diversity is one of Jefferson County Public Schools greatest assets in the education of our students. With that recognition, we renew our commitment to foster a school system that treats each student, parent, and employee with respect, dignity, and sensitivity to their unique needs and culture.

This Agreement is made and entered into by and between the Board of Education of Jefferson County, Kentucky, hereinafter called the "Employer" and the Jefferson County Teachers Association, hereinafter called the "Association;" the Employer and the Association when jointly referred to are hereinafter called the "Parties."

Therefore, the Parties mutually and in good faith agree to the following:

ARTICLE 1 – DEFINITIONS

As used in this Agreement, the following definitions apply:

1. Employer means the Board of Education of Jefferson County, Kentucky.
2. Association means Jefferson County Teachers Association.
3. Members or Membership means only employees belonging to the Association
4. Days when used in this Agreement refer to school calendar days unless otherwise specified.
5. Worked Days means those days which the employee is on duty.
6. Certificated Personnel means those persons holding positions for which certificates may be issued except substitutes and superintendents as defined under applicable state laws and who are employed by the Employer.
7. Employee means any certificated person who is represented by the Association.
8. Superintendent means the Superintendent of Schools of Jefferson County, Kentucky.
9. Negotiations means a process and a method that provides for the Employer and the Association to negotiate on matters of mutual concern, to reach agreement on such matters, and to make provisions for resolving disagreement in the event of impasse.
10. Exceptional Child Education Pupil means a pupil covered under the provisions of IDEA – Individuals with Disabilities Education Act as amended.
11. Seniority shall be computed from the first compensable day of employment as a regular employee in the Jefferson County Public Schools following last break in service; ties in seniority dates will be broken by the largest sum of the final four digits of the employees' Social Security numbers.
12. ARC means the Admissions/Release Committee
13. Part-timers means any employee working less than a full duty day.

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- 14. Vacancy means a position in the bargaining unit approved by the Board but not having a teacher of record.
- 15. Teacher of Record means an individual in the bargaining unit who is filling a position with a change form completed by Personnel to verify the same.
- 16. Overstaff means a condition where a teacher is involuntarily placed on the transfer list.
- 17. Laid Off is a condition in which a teacher’s contract is suspended due to lack of a teaching position.
- 18. Restricted Certification is a condition in which a teacher’s certificate is not considered valid for teaching in the Jefferson County Public Schools due to lack of adequate teaching positions in the certification area. The teacher would be laid off in a restricted certification area if it were not for having a second certification that allows a teacher to maintain a position with the Employer.
- 19. Least Restrictive Environment is that education setting or program in which the identified child can function most effectively based upon his/her unique needs and capabilities.
- 20. Resource Room is a special education class configuration in which a student identified by an ARC may spend up to 50% of the student day.
- 21. Special Area Teacher is an elementary art, music, physical education or computer teacher who is assigned to work in different building locations on different days of the week.
- 22. Traveling Teacher means a teacher who works at different building locations on the same day of the work week.
- 23. Certificated means possessing a certificate issued by the Commonwealth of Kentucky.
- 24. School Centers shall mean a building(s) in which teachers are assigned to supervise students.
- 25. Home School means where the employees report their time and attendance.

1 ARTICLE 2 – SCHOOL BOARD AUTHORITY

2  
3 Section A The Board of Education of Jefferson County, Kentucky hereby  
4 specifically retains and reserves unto itself, the Superintendent, the  
5 principals/school heads, and other administrative personnel of the school system  
6 all powers, rights, authority, duties and responsibilities, and the exercise thereof,  
7 as conferred upon and delegated to and vested in them by the Constitutions and  
8 the Laws and Regulations of the United States of America and the  
9 Commonwealth of Kentucky except as otherwise specifically provided for in this  
10 agreement.

11  
12 Section B All school management personnel shall carry out the following  
13 responsibilities:

- 14  
15 1. Adhering to the provisions of this Agreement  
16  
17 2. Complying with the Board’s rules and regulations which are necessary  
18 to implement the provisions of this Agreement.  
19  
20

21 ARTICLE 3 – RECOGNITION

22  
23 The Employer recognizes the Association as the official representative of  
24 certificated personnel in the school system who are employees as defined in  
25 Article 1 – Definitions, in addition to employees who function as teachers and are  
26 paid on the Teachers Salary Schedule, Job Family III. In addition, Occupational  
27 Therapists, Physical Therapists, and Speech Therapists shall be considered a  
28 part of the bargaining unit. Personnel who are substitutes (including those who  
29 are temporary appointees in positions reserved for employees under contract)  
30 and those holding any other position for which the school system requires  
31 certification in administration or supervision and/or for which the pay is calculated  
32 on the teachers’ salary schedule plus the administrators addendum including  
33 Acting and Intern are specifically excluded from this recognition.  
34  
35

36 ARTICLE 4 – ASSOCIATION RIGHTS

37  
38 Section A The Parties agree that the Association as representative of  
39 employees shall have the right to use the school system’s courier service (to the  
40 extent permitted by statute, regulation, or court order) and employee distribution  
41 boxes for the purpose of distributing Association communiqués to employees.  
42 Such communiqués shall be considered personal and shall not be opened by any  
43 person other than the addressee. The Association shall have the privilege of  
44 posting notices of the activities and matters of Association concern on employee  
45 bulletin boards, at least one of which shall be provided in each school. The  
46 Employer shall provide PONY pick-up service every Tuesday at the Association

1 office between the hours of 3:30 p.m. and 4:00 p.m. Any items picked up on  
2 Tuesday will be delivered to members on Wednesday of the same week. No  
3 overtime will be authorized for distribution of JCTA materials through the PONY.

4  
5 Material endorsing or opposing a candidate for public office, material which  
6 encourages employees to violate any law or this Agreement, or material which  
7 has as its effect the interfering with employees' rights guaranteed by law or this  
8 Agreement shall not be distributed through the courier service or employee  
9 distribution boxes nor distributed in any manner which would interfere with or  
10 interrupt normal school operations or posted in any schools by the Parties or any  
11 of their agents.

12  
13 The Association shall provide in advance to the office of the Superintendent or  
14 designee four (4) copies and to the office of the principal or school head one (1)  
15 copy of any material to be distributed or posted.

16  
17 The Employer agrees to permit the Association access to the email system. The  
18 same rules, as stipulated in the labor agreement that govern use of the school  
19 system's courier service by the Association, as well as the JCPS Net Employee  
20 Acceptable Use Policy, shall apply.

21  
22 The Association shall save the Employer harmless against any claims, legal or  
23 otherwise, arising out of use of the Employer Courier Service or email system.

24  
25 In compliance with this Article, the Association shall have the right to use the  
26 District's PONY or email system to provide information or advocate a position on  
27 matters of public interest.

28  
29 Section B The Association shall have the right to use schools for meetings at  
30 reasonable times before or after the employees' normal workday, scheduling  
31 such use in advance with the principal or school head. Should special custodial  
32 services be required or should there be any damage in excess of the normal  
33 wear the Employer shall make a reasonable charge for such services or damage.  
34 The Association shall save the Employer harmless against any claims, legal or  
35 otherwise, arising out of such use provided the Association is given the  
36 opportunity to provide all necessary legal services to defend such claims.

37  
38 Section C Full-time staff employed by the Association, the Association  
39 President or identified designee and Association building representatives  
40 exclusively shall have the right to transact official legal Association business on  
41 school property at such reasonable times as will not interfere with or interrupt  
42 normal school operations. The Association shall provide the Superintendent or  
43 designee and each principal or school head with a list of persons serving in these  
44 capacities and maintain its currency. The list provided to each principal or school  
45 head need not contain the names of building representatives for other schools.

1 Section D The Association building representative shall upon request be given  
2 time prior to or after each faculty meeting for brief announcements. The school  
3 communication system shall be made available according to procedures of the  
4 school for use by an Association building representative to make brief  
5 announcements concerning meetings. The building representative shall be  
6 provided a school roster showing the names, addresses, and assignments of all  
7 employees.

8  
9 Section E The Employer shall provide to the Association upon request a copy  
10 of the official agenda in advance of Board meetings except for those items  
11 privileged by law. The Employer shall make available for inspection to the  
12 Association upon request any information available to the public. The Parties  
13 shall make available upon written specific request to each other any statistics  
14 and records routinely compiled which are not confidential and which are relevant  
15 to negotiations or necessary for the proper administration of the terms of this  
16 Agreement.

17  
18 Section F The Employer agrees to deduct from the salaries of employees an  
19 amount equal to the membership dues of the Association as said employees  
20 individually and voluntarily authorize in writing the Employer to deduct and to  
21 transmit the monies to the Association or its designated representative. The  
22 Association shall certify to the Employer in writing the current and proper amount  
23 of its membership dues at least thirty (30) days prior to the requested initial  
24 deduction. The deductions shall be made in twenty (20) equal installments  
25 September through May. The Employer will authorize, as part of the dues  
26 structure, .0016 of Step 0, Rank 1, per member, per payroll deduction for the  
27 payment of unified Association Membership. Dues will be deducted based on  
28 two (2) rates only.

29  
30 Employees new to the school district will be provided with a window of thirty (30)  
31 calendar days during which they may indicate their desire to not have any money  
32 equal to the dues stipulated by the Jefferson County Teachers Association  
33 deducted from their paychecks.

34  
35 The thirty (30) calendar day period for rejection of membership into the Jefferson  
36 County Teachers Association will begin on the date the employee new to the  
37 school system signs a contract of employment with the school district.

38  
39 The Employer will deduct specified dues except from those individuals that have  
40 notified the Employer in writing within thirty (30) calendar days after eligibility for  
41 representation, or who have notified the Association in writing during the  
42 membership resignation period designated as July 1 through July 30.

43  
44 When said employee declines membership or accepts membership, a copy of  
45 that form complete with hire date and date of membership drop or acceptance  
46 will be provided to the Association.

1 When amounts have been correctly deducted and remitted by the Employer the  
2 Association shall save the Employer harmless against any claims, legal or  
3 otherwise, for deduction of dues based on information furnished by the  
4 Association if the Association is given the opportunity to provide all necessary  
5 legal services to defend such claims.

6  
7 Failure of any employee to revoke dues deductions or decline membership by  
8 the agreed upon method and/or within the agreed upon timelines specified in the  
9 Article will result in membership in the Association.

10  
11 Section G The principal or head of each school and the Association building  
12 representative(s) shall meet upon request at least bimonthly to discuss  
13 implementation of the provisions of this Agreement and other items of mutual  
14 concerns.

15  
16 Section H The Superintendent and/or designee and the Association President  
17 and/or designee shall meet at least bimonthly to discuss implementation of the  
18 provisions of this Agreement and other items of mutual concern.

19  
20 Section I The Employer shall provide the Association on the same schedule  
21 as used for dues deduction transmittal, the following information electronically:

- 22
- 23 1. Employee's name (last, first)
- 24 2. Dues deduction status
- 25 3. Employee's Social Security number
- 26 4. Employee's mailing address (including zip code)
- 27 5. Employee's work location (where the employee reports their time and  
28 attendance)
- 29 6. Employee's seniority date
- 30 7. Current valid certificates (up to 8 endorsements)
- 31 8. Race/sex code
- 32 9. Salary schedule placement (rank and step)
- 33 10. Career incentive increments
- 34 11. Extra Service Pay Schedule assignments
- 35 12. Employee's home phone number(s)

36  
37 The Association shall save the Employer harmless against any claims, legal or  
38 otherwise, related to the providing of this information to the Association and its  
39 use of such information.

40  
41 Section J An employee shall be afforded an opportunity to have a  
42 representative of the Association present in any conference which may lead to  
43 disciplinary action.

44  
45 Section K The Employer shall make available upon written request by the  
46 Association copies of each school building's monthly budget report, activity fund,

1 vending machine funds, any athletic funds, and any and all other building  
2 accounts. The reports will be provided by computer disk or hard copy at the  
3 District's discretion.

4  
5 Section L Any and all district-wide committees shall have Association  
6 representation. All such Association representation shall be appointed by the  
7 President of the Association. The Association shall be entitled to at least two (2)  
8 representatives on committees consisting of ten (10) to twenty (20) members;  
9 and at least three (3) representatives on committees larger than twenty (20)  
10 members. Nothing contained herein shall preclude the Employer from appointing  
11 up to an equivalent number of employees to committees that are not appointed  
12 by the Association, but in no case shall the number of Employer selected  
13 employees exceed the number of employees selected by the Association.  
14 Should either party object to an employee appointed by the other party, the  
15 parties shall meet and confer prior to final appointment.

16  
17  
18 ARTICLE 5 – EMPLOYEE RIGHTS  
19

20 Section A The Employer agrees there shall not be any discrimination against  
21 any employee by reason of race, creed, color, marital status, gender, sexual  
22 orientation, disability, age, national origin, or whether said employee is a  
23 member of the Association.

24  
25 Section B The Association agrees not to discriminate with regard to  
26 representation of employees in the administration of this Agreement or with  
27 regard to terms and conditions of membership because of age, gender, sexual  
28 orientation, disability, race, marital status, color, creed or national origin.

29  
30 Section C The Parties agree that the provisions of this Agreement shall be  
31 applied to all employees without discrimination on the basis of membership or  
32 non-membership in the Association.

33  
34 Section D Nothing contained herein shall be construed to deny or restrict any  
35 rights any employees may have under the Constitutions and Laws of the United  
36 States or of the Commonwealth of Kentucky.

37  
38 Section E No adverse action of any kind shall be taken by the Employer or  
39 any of its agents against any employee for reason of participation in negotiations,  
40 the administration of this Agreement, the performance of duties or the exercise of  
41 the rights of citizenship. No adverse action of any kind shall be taken by the  
42 Association or any of its members or agents against the Employer, the  
43 Superintendent or other administrators for reason of participation in negotiations,  
44 the administration of this Agreement, the performance of duties, or the exercise  
45 of the rights of citizenship.

1 Section F The private life of an employee is not within the appropriate  
2 concern or attention of the Employer except when it adversely affects fulfillment  
3 of the employee’s professional responsibility.

4  
5 Section G An employee shall not be required to carry out an order which is not  
6 a part of the employee’s professional responsibility.

7  
8 Section H All employees shall carry out the following responsibilities:

- 9  
10 1. Complying with the Employer’s rules and regulations which are not  
11 inconsistent with this Agreement.  
12  
13 2. Adhering to the provisions of the Agreement.  
14

15 Section I Neither the employee nor the Employer shall record a meeting  
16 without knowledge of the other.

17  
18 Section J When information is available in the School Center office,  
19 employees shall be informed when special education students and/or students  
20 with special needs/health are placed into a particular class.

21  
22 Section K The Employer and the Employees agree to implement and comply  
23 with all applicable provisions of Commonwealth of Kentucky law governing  
24 student discipline records and reporting procedures. The Employer shall notify  
25 each employee, where applicable, of the existence of any permanent student  
26 discipline records, as defined by law, that pertain to the students to whom the  
27 employee provides educational or related services. The Employer shall share  
28 the contents of those student discipline records with each employee within seven  
29 (7) days that the student is placed in their classroom.

30  
31 The parties agree to comply with all confidentiality and reporting requirements  
32 concerning student records as required by law.

33  
34 Section L If any school chooses to consider a deviation from this Agreement,  
35 the decision making process shall include an opportunity for all employees to  
36 share their opinion. Such a decision shall not be implemented in any school year  
37 without at least two-thirds (2/3) concurrence of the employees. It is expressly  
38 understood that any and all contract deviations sunset at the end of the each  
39 school year. Should the employees wish to maintain a sun-setting deviation, a  
40 new deviation of the agreement must occur. A contract deviation vote that fails  
41 to obtain the needed two-thirds (2/3) concurrence may not be re-voted on for  
42 twelve (12) months from the original vote unless both parties agree.

43  
44 The following articles shall not be deviated from in the implementation of SBDM:

- 45 Article 7 Student Discipline  
46 Article 8 Employee Evaluation

1	Article 9	Employee Discipline
2	Article 10	Personnel Files
3	Article 16	Transfers
4	Article 18	Lay-Off/Recall
5	Article 27	Compensation
6	Article 29	Grievance Procedure

7  
8 Employees who participate on committees established by SBDM Councils will be  
9 selected in accordance with local school Council policy. All committee  
10 participation that exceeds the weekly meeting maximum as defined in Article 11  
11 – Teaching Load and Duty Hours will be voluntary.

12  
13 Section M The Parties agree that SBDM Councils may adopt and enforce  
14 policies pertaining to the matters that are dealt with in the provisions of the  
15 Agreement that are listed below even if the adopted policies conflict with these  
16 provisions. However, the provisions of the Agreement that are listed below shall  
17 be enforceable and recognized as binding throughout the District, except to the  
18 extent that a SBDM Council has taken lawful actions at a specific school that are  
19 contrary to the provisions listed below. If the policies, decisions or actions of a  
20 SBDM Council conflict with any provisions of the Agreement that are not listed,  
21 those policies, decisions and actions shall not be enforceable or recognized as  
22 valid:

- 23
- 24 Article 6 - Academic Freedom; Sections C and D
- 25 Article 11 - Teaching Load and Duty Hours;
- 26 Sections A, B, C, D, E, F, H, K and Q
- 27 Article 12 – Class Size; Sections A, B, C, E and F
- 28 Article 13 – Materials and Facilities; Sections A, B, C, E, F and H
- 29 Article 15 – Assignment; Preamble and Sections A, B, C and I
- 30 Article 23 – Team Leaders, Dept. Heads and Grade Group Leaders;
- 31 Article 24 – Librarians; Section B
- 32

33 Section N The provisions of this Agreement apply to part-time employees,  
34 including any retirees included in the bargaining unit, except Article 11 –  
35 Teaching Load and Duty Hours, Article 15 – Assignment, Article 16 – Transfers,  
36 Article 26 – Leaves of Absence, Section C (Emergency Leave) and Section D  
37 (Personal Leave), and Article 27 – Section A (Compensation Schedules), Section  
38 B (Insurance), and Section C (Sick Leave Pay-Out Upon Retirement).

39  
40 Sick leave shall be prorated monthly or major fraction thereof and compensation  
41 shall be prorated from the salary schedules in Article 27.

42  
43 Section O Employees and administrators shall be treated in a professional  
44 manner at all times.

1 Section P Employees shall not be required to transport parents. Employees  
2 will also not be required to transport students unless it is a part of the regularly  
3 assigned duties.

4  
5 Section Q Employees, except Resource Teachers, shall not be required to  
6 chair ARC's.

7  
8 Section R Early Childhood classrooms shall be staffed according to the  
9 requirements of the Commonwealth of Kentucky.

10  
11 Section S All student records, when requested, shall be forwarded to the  
12 receiving school within seven (7) days, if available.

13  
14 Section T The Employer shall provide Safe Crisis Management training for  
15 any employee requesting such training.

16  
17 Section U If requested by any employee, employee votes shall be by secret  
18 ballot.

19  
20 Section V Employees shall be free to join or not join the Association. No  
21 employee shall be discriminated against by either the Employer or the  
22 Association because of membership or non-membership in any organization. In  
23 the event an employee chooses not to become a member of the Association, the  
24 Association reserves the right to require that the employee contribute to the  
25 Association the fair share of the cost of representation by the Association, as  
26 certified to the Employer by the Association. The Employer shall deduct the fair  
27 share amount from the wages of said non-members and shall forward such  
28 amounts to the Association, at the same time, and in the same manner, as for  
29 membership dues paid by those employees holding Association membership.

30  
31 The Association agrees to certify to the Employer only such fair share costs as  
32 are allowed by law, and further agrees to abide by the decision of courts of  
33 competent jurisdiction and any arbitrators' decision, in this regard. The  
34 Association agrees to inform the Employer of any change in the amount of fair  
35 share costs.

36  
37 The Association shall provide employees who are not members of the  
38 Association with an internal mechanism within the Association which is  
39 consistent with the requirements of State and Federal law, and which will allow  
40 those employees to challenge the fair share amount certified by the Association  
41 as the cost of representation and receive, where appropriate, a rebate of any  
42 monies to which they are entitled.

43  
44 When amounts have been correctly deducted and remitted by the Employer, the  
45 Association shall save the Employer harmless against any claims, legal or  
46 otherwise, for deduction of fees based on information furnished by the

1 Association if the Association is given the opportunity to provide all necessary  
2 legal services to defend such claims.

3  
4  
5 ARTICLE 6 – ACADEMIC FREEDOM  
6

7 The Parties agree that academic freedom is an integral part of the attainment of  
8 education goals of the school system.

9  
10 Section A The Parties agree that young people should be educated in the  
11 democratic tradition which fosters a recognition of individual freedom and social  
12 responsibility, inspires meaningful awareness of and the respect for the  
13 Constitutions and Laws and instills appreciation for the value of individual  
14 personality. It is recognized that these values can best be transmitted in an  
15 atmosphere which is free from censorship and artificial restraints upon free  
16 inquiry and learning, and in which academic freedom is encouraged and enjoyed.

17  
18 Section B In performing their teaching duties, employee shall strive to provide  
19 students opportunity to investigate all facets, sides, and/or opinions of and about  
20 any and all topics and materials introduced or presented including those which  
21 are or may be of a controversial nature. Such material presented to students  
22 must be relevant to the course and appropriate to the maturity level and  
23 intellectual ability of the students. Employees shall permit the expression of the  
24 views and opinions of others and encourage each to form individual views and  
25 opinions through such procedures. Employees shall at all times strive to promote  
26 tolerance for the views and opinions of others and for the privilege of individuals  
27 to form and hold differing views and opinions.

28  
29 Section C The plan book and grade book used in the district shall be mutually  
30 agreed upon between the parties of this Agreement. Individual employees and  
31 supervisors can agree to use an alternate plan book and/or grade book. Lesson  
32 plan books may be used as a collaborative tool between supervisor and teacher  
33 to enhance the quality and delivery of instruction. Teachers may refer to other  
34 documents and materials (such as curriculum guides, IEPs, 504 Plans or teacher  
35 guides) but are not required to copy them into the lesson plan books.

36  
37 The Employer and the Association mutually agree to use Infinite Campus or any  
38 subsequent state adopted electronic grade and attendance software system  
39 provided by the Employer. The Employer shall make available adequate and  
40 appropriate ongoing professional development on the use of the electronic grade  
41 and attendance software system. Online access to the electronic grade and  
42 attendance system will be provided by the Employer. Employees shall be  
43 required to enter assignments with grades no more than once every three (3)  
44 weeks. Employees shall be required to enter attendance once daily prior to the  
45 start of instruction in elementary school locations, and by class period in middle  
46 and high school locations. In the event, the speed of onsite data transfer is not

1 adequate for timely data entry, the employer will allow for alternative methods for  
2 collecting onsite classroom data.

3  
4 Section D Employees shall be given four (4) days after the end of each  
5 grading period to submit students grades except for the end of semester grades  
6 for students classified as seniors which shall be due in a minimum of thirty-six  
7 (36) hours.

8  
9  
10 ARTICLE 7 – STUDENT DISCIPLINE

11  
12 Section A The Parties agree to effectively carry out the *Code of Acceptable*  
13 *Behavior and Discipline* and the *Student Bill of Rights* adopted by the Employer.  
14 The Association shall be a party to any evaluations and necessary revision of this  
15 Code that shall continue to provide for elementary, middle and high school  
16 needs.

17  
18 Section B Principals and school heads shall review annually with employees  
19 the procedures and provisions of the *Code of Acceptable Behavior and Discipline*  
20 and the *Student Bill of Rights*.

21  
22 Section C The provisions of the *Code of Acceptable Behavior and Discipline*  
23 and the *Student Bill of Rights* shall be subject to the Grievance Procedure.

24  
25 Section D The Employer shall strive to provide a learning environment that is  
26 safe and free from interruptions by disruptive students.

27  
28 Section E Employees may, in compliance with the *Code of Acceptable*  
29 *Behavior and Discipline* and the *Student Bill of Rights*, temporarily remove a  
30 disruptive student from the classroom.

31  
32  
33 ARTICLE 8 – EMPLOYEE EVALUATION

34  
35 The performance of all employees shall be evaluated according to procedures  
36 developed by the Employer or its agents. Such procedures shall be limited by  
37 the provisions of Section A. Upon the observation of significant deficiencies in  
38 work performance, the provisions of Section B or C, whichever is applicable,  
39 shall be followed in addition to those in Section A. Any evaluation used as a  
40 basis for adverse action shall be conducted according to Section B or C in  
41 addition to  
42 Section A.

43  
44 Section A General Evaluation Procedure

- 1 1. All monitoring or observation of work performance of an employee  
2 shall be conducted openly and with full knowledge of the employee.  
3
- 4 2. All evaluations shall be in writing. If evaluation forms not requiring  
5 narrative style are used, they shall be jointly designed by the Parties.  
6
- 7 3. Observations by the evaluator shall be required prior to the evaluation of  
8 an employee's classroom work performance.  
9
- 10 4. Evaluations shall acknowledge the strengths of employees, as well as  
11 deficiencies, and shall note all data used to support the conclusions  
12 made by the evaluator. The evaluator shall make a fair and objective  
13 effort to determine whether deficiencies have been corrected.  
14
- 15 5. Employees shall be evaluated only by appropriate administrators with  
16 rating authority in compliance with state law and regulation.  
17
- 18 6. The evaluator shall take into consideration and note in writing any  
19 circumstances that may adversely affect an employee's performance.  
20
- 21 7. Student test scores may be used to evaluate achievement and  
22 progress of students and the district's instructional program; however,  
23 these scores shall not be used in any way to evaluate the work  
24 performance of employees unless they agree voluntarily.  
25
- 26 8. A conference shall be held between the evaluator and the employee  
27 after the written evaluation is received by the employee.  
28
- 29 9. The employee shall be notified in advance of the time and date of one  
30 (1) observation for evaluative purposes.  
31
- 32 10. Evaluations must be completed no later than April 15 and submitted to  
33 the employees by no later than May 1 except for those employees who  
34 have been identified as having significant deficiencies in which case  
35 the provisions in Section B of this article will apply.  
36
- 37 11. The performance of all Special Area Teachers/Traveling employees  
38 shall be evaluated by each principal.  
39
- 40 12. An Advisory Committee, including employees nominated by the  
41 Association shall be established annually for the purpose of reviewing  
42 and recommending modification, if any, to the evaluation plan.  
43
- 44 13. Tenured employees will be evaluated at least every three years. Non-  
45 tenured employees will be evaluated yearly. Employees on deficiency  
46 may be evaluated within the year of the deficiency.

1  
2 Section B When significant deficiencies in work performance have been  
3 observed:

- 4  
5 1. They shall be noted in writing and discussed with the employee in a  
6 conference.  
7
- 8 2. The evaluator shall observe the employee's work performance a  
9 minimum of four (4) 30-minute periods within a twelve-week period (60  
10 worked days) beginning with notification. For the employee not  
11 assigned to a classroom, the evaluator must observe the work  
12 performance of the employee for four (4) 30-minute periods when the  
13 employee is fulfilling the employee's job responsibilities.  
14
- 15 3. Each observation shall be followed by an evaluator/evaluatee  
16 conference within the first five (5) days the employee is at work  
17 following the observation.  
18
- 19 4. The evaluator shall identify professional staff services and/or materials  
20 that the employee may use to help correct the identified deficiencies.  
21 There shall be identified at least one (1) professional staff person who  
22 will not evaluate the employee, but who will be available to assist/help  
23 a teacher on deficiency correct the identified deficiency areas.  
24
  - 25 a) Once the Employer has identified the professional staff person to  
26 be assigned, the employee on deficiency will have the option of  
27 waiving any contractual right to assistance from the non-evaluative  
28 professional staff person assigned.  
29
  - 30 b) The employee, the Association and the Employer will confirm in  
31 writing via a mutually agreeable form that the required assistance  
32 has been offered and/or the employee has waived their right to the  
33 assistance. This will occur within the first ten (10) days after the  
34 notice of significant deficiency is issued. Should the employee  
35 refuse to confirm the offer in writing, the Employer will confirm the  
36 refusal in writing and provide the Association a copy.  
37
  - 38 c) The Association and the Employer agree that the non-evaluative  
39 professional staff person assigned to provide assistance will not  
40 provide any testimony or evidence, before any arbitrator,  
41 concerning the teacher on deficiency. However, the Employer may  
42 provide evidence of dates, times, and description of assistance  
43 provided.  
44
- 45 5. The Evaluator shall summarize the observations and conferences in  
46 writing and provide a copy to the employee.

1  
2 Section C Exception

3  
4 When a significant deficiency in work performance is recurring but does not lend  
5 itself to 30-minute observations, the evaluator shall note the deficiency in writing  
6 and hold a conference with the employee to discuss the deficiency, identify  
7 professional staff services and/or materials and to establish a specific timeline of  
8 no more than forty-five (45) worked days for correcting the deficiency. Periodic  
9 conferences shall take place within the specified time to assess progress towards  
10 correcting the deficiency. At the end of the specified timeline, the evaluator shall  
11 write a summary of the conferences and provide a copy to the employee.

12  
13 Section D KTIP interns will be provided release time to observe other  
14 employees if recommended by their KTIP committee.

15  
16 Section E Non-Renewal

17  
18 The Superintendent's right of non-renewal will be exercised according to the  
19 following terms and conditions:

- 20  
21 1. Non-tenured teachers shall have a mid-year performance evaluation if  
22 the teacher worked full time in the classroom at least two-thirds (2/3) of  
23 the period before the Evaluation Deadline. This mid-year evaluation  
24 will replace one of the observations/E-2 required by the current  
25 evaluation process. The mid-year evaluation process will include:  
26  
27 a) A checklist consisting of the ten (10) teacher standards found on  
28 the standard teacher evaluation form;  
29  
30 b) A narrative section where specific recommendations for  
31 improvement will be listed; and  
32  
33 c) A recitation of support services offered for areas of improvement  
34 noted  
35  
36 2. When issuing a mid-year performance evaluation, the principal shall  
37 meet and discuss the evaluation with the teacher. The evaluation will  
38 be placed in the teacher's personnel file after the teacher has had the  
39 opportunity to comment upon the evaluation in writing [which must be  
40 received by the principal within twenty-one (21) calendar days  
41 following receipt by the teacher of the evaluation] and said comment, if  
42 timely received, shall also be included in the personnel file.  
43  
44 3. The performance evaluation will be provided to the teacher by  
45 February 15.  
46

- 1 4. Mid-year evaluations will only be done for teachers the principal  
2 believes could be recommended for non-renewal based on  
3 performance.  
4
- 5 5. The Parties agree that the Superintendent retains the right to non-  
6 renew the limited contract of a teacher pursuant to KRS 161.750 and  
7 such right to non-renewal is not impacted, abrogated or diminished by  
8 or subject to the Agreement between the Employer and the  
9 Association. The Association will not arbitrate or litigate the non-  
10 renewal of the limited contract of any teacher, or seek the re-  
11 employment of a teacher who has been non-renewed as a remedy to  
12 any grievance or litigation, except that the Association may file a  
13 grievance seeking renewal on behalf of a non-renewed teacher if that  
14 teacher worked full time in the classroom at least two-thirds (2/3) of the  
15 period before the Evaluation Deadline and did not receive a mid-year  
16 performance evaluation prior to February 15. The subject of the  
17 grievance shall be expressly limited to whether the mid-year  
18 performance evaluation was drafted and made available to the teacher  
19 by the principal before the Evaluation Deadline.  
20
- 21 6. The Parties agree that non-renewal based on employee  
22 misconduct/discipline is not subject to the procedural requirements of  
23 Article 8 of the Agreement. Employee misconduct/discipline that  
24 occurs during a contract term may be grieved under Article 9 of the  
25 Agreement; however, the grievant may not seek as a remedy in such  
26 grievance-arbitration process renewal of the contract.  
27
- 28 7. The Employer will agree not to report to EPSB the non-renewal of a  
29 non-tenured teacher's contract for failure to meet local standards for  
30 quality of teaching performance unless such a report is otherwise  
31 required by law.  
32
- 33 8. In a non-tenured teacher's fourth year, the Superintendent shall use  
34 the following process prior to not renewing the teacher's contract for  
35 performance reasons (and thereby denying the teacher tenure):  
36
- 37 a) If performance issues are noted that could lead to non-renewal, the  
38 teacher shall be notified of the potential for non-renewal by March 1  
39 and shall be provided assistance, including but not limited to:  
40
- 41 i) An evaluator shall observe the employee's work  
42 performance a minimum of two (2) 30-minute periods within  
43 a six-week period (30 worked days) beginning with  
44 notification. For the employee not assigned to a classroom,  
45 the evaluator must observe the work performance of the

1 employee for two (2) 30-minute periods when the employee  
2 is fulfilling the employee's job responsibilities.  
3

4 ii) An evaluator/evaluatee conference within the first ten (10)  
5 days the employee is in attendance following each  
6 observation. The evaluator will provide recommendations  
7 for improvement.  
8

9 iii) The evaluator's written summary of observations and  
10 conferences.  
11

12 b) Following the recommendation of non-renewal by a principal, the  
13 matter shall be referred to a Review Committee:  
14

15 i) The Review Committee will be selected on an annual basis  
16 and shall consist of five (5) persons: three (3) teachers  
17 designated by the Association and two (2) administrators  
18 designated by the Employer, hereinafter referred to as the  
19 "Review Committee." The teachers will be excused from  
20 their normal duties and there will be no Association Leave  
21 charged for the time spent on Review Committee activities;  
22

23 ii) The Review Committee shall review the personnel record of  
24 the teacher and hear presentations, if any, from: the  
25 teacher, his or her Association Representative, the  
26 principal, the evaluator discussed above, and a  
27 representative of Human Resources;  
28

29 iii) The Review Committee shall also consider the teacher's  
30 performance since the mid-year performance evaluation  
31 and any other matter that the Parties wish to present;  
32

33 iv) The Review Committee shall then issue a recommendation  
34 to the Superintendent concerning the teacher's request for  
35 an additional contract. If possible, the Review Committee  
36 will submit a joint recommendation. If not, differing  
37 recommendations will be submitted.  
38

39 c) The Superintendent, after considering the recommendation(s) of  
40 the Review Committee, shall determine whether the teacher's  
41 contract will or will not be renewed. However, if no  
42 recommendations are received prior to the fifteen (15) days before  
43 the deadline established by KRS 161.750 for issuing non-renewal  
44 notices, the Superintendent shall make a determination based on  
45 any information he or she deems appropriate. A fourth-year  
46 teacher will have no right to grieve the Superintendent's decision

1 not to renew, except on the grounds that the required evaluation  
2 and non-renewal process described herein was not followed.

- 3  
4 9. All the preceding provisions of Article 8, Section E, do not apply to  
5 tenured teachers.  
6

7  
8 ARTICLE 9 – EMPLOYEE DISCIPLINE  
9

10 Section A No employee (including tenured, non-tenured) covered under the  
11 terms of this agreement shall be disciplined, reduced in compensation,  
12 suspended for disciplinary reasons, terminated, or adversely evaluated without  
13 just cause. To have just cause, the Employer or its agents must comply with the  
14 following:  
15

- 16 1. The employee has had opportunity to have foreknowledge of the  
17 possible or probable disciplinary consequences of the conduct or  
18 performance.  
19  
20 2. The rule or order is reasonably related to the efficient and safe  
21 operation of the District.  
22  
23 3. Before administering discipline, the Employer did made an effort to  
24 discover whether the employee did, in fact, violate a rule, regulation or  
25 order of management.  
26  
27 4. The Employer’s investigation was conducted fairly and objectively.  
28  
29 5. The investigation produced substantial evidence or proof that the  
30 Employee was guilty as charged.  
31  
32 6. The District applied its rules, orders and penalties without  
33 discrimination.  
34  
35 7. The degree of discipline administered in the particular case reasonably  
36 related to:  
37  
38 a) The seriousness of the employee’s proven offense; and  
39  
40 b) The employee’s record of District service.  
41

42 All information forming the basis for disciplinary action will be made available to  
43 the employee.  
44

45 Section B Any employee who is to be reprimanded in writing or formally  
46 disciplined by the Employer or its agents shall have the right to a meeting with

1 the Superintendent/designee. A Representative of the Association may be  
2 present when requested by the employee. Any employee who is to be  
3 reprimanded in writing shall have the right to a meeting with the person issuing  
4 the written reprimand.

5  
6 Section C Any complaint made against an employee which may be used in  
7 any manner to adversely affect the employee shall be first promptly called to the  
8 attention of the employee. The employee must be afforded an opportunity to  
9 answer the complaint and meet with the complainant within two (2) weeks of  
10 receipt of the complaint in order to clarify the situation.

11  
12 In order for the complaint to be made a matter of record, the principal or  
13 appropriate administrator must then discuss the matter in a conference with the  
14 employee absent the complainant at which time the employee may have a  
15 representative of the Association present. A written summary of the conference  
16 shall be made with a copy provided to the employee who will have the  
17 opportunity to make a written response for inclusion in the record. The written  
18 summary may then be used to support a reprimand, if appropriate, or as a part of  
19 the next formal written evaluation.

20  
21 Section D When a tenured employee is being terminated, the Association will  
22 meet with the employee and notify the Employer of which alternative remedy of  
23 appeal will be pursued. The employee may select either the tribunal process  
24 provided for by statute or the arbitration process provided for in this Agreement.  
25 If the employee selects the tribunal process, the employee will notify the state of  
26 intent to appeal and thus waive the contractual rights to arbitration under this  
27 Agreement. If the employee and the Association opt to use the grievance-  
28 arbitration procedure, the employee waives the right to a tribunal. If the  
29 employee opts to pursue a complaint using another agency, the Parties agree to  
30 hold the grievance in abeyance until the agency complaint is resolved.

31  
32  
33 **ARTICLE 10 – PERSONNEL FILES**

34  
35 Section A Contents

- 36  
37 1. No documents except those listed below shall be placed in an  
38 employee's personnel file:  
39  
40 a) Certification/license, ranks under Foundation Program;  
41  
42 b) Change of Status forms, re-election forms, requests/approvals of  
43 leaves of absence and correspondence relating to such requests;  
44  
45 c) Transcripts, official notifications from universities/colleges;  
46

- d) Applications, letters of application, health data, verification of experience and training, Retirement System membership application;
- e) Résumé;
- f) Contracts of employment, job offers, acceptance of job offers;
- g) Confidential information (*See Section A 3*);
- h) Evaluations (Including form E-2's when "disciplinary \_\_\_ yes" box is checked), complaints which have been made a matter of record, reprimands, and commendations;
- i) Previous employment data;
- j) Professional staff data forms; and
- k) Salary cards.

2. An employee may within ten (10) days after receipt of an evaluation, complaint, or discipline action file a written response to the document. The employee shall provide a copy of the response to the originator of the evaluation or discipline action and a copy to Personnel Services for attachment to the document. The Employee shall provide a copy of the response to a complaint to the Principal or immediate Supervisor and a copy to Personnel Services for attachment to the complaint.

3. All references and information originating outside the school system on the basis of confidentiality, references and letters of recommendation obtained within the system in the process of recommending the employee for employment or change in position shall not be available for review by the employee. This is the only confidential information that may be kept in the personnel file.

4. There shall not be established a separate confidential personnel file.

Section B      Review of File

1. Except for the confidential contents therein, an employee may examine the personnel file upon request. A Personnel Services representative must be present when the file is reviewed.

2. An employee may request and shall receive at the employee's expense a reproduction of any item in the personnel file, exclusive of the confidential contents.

- 1  
2 3. An employee may have a representative of the Association present at  
3 any time the personnel file is being reviewed by the Employee.  
4  
5

6 ARTICLE 11 – TEACHING LOAD AND DUTY HOURS  
7

8 Section A The normal weekly teaching load in the senior high schools, middle  
9 schools, and special schools (except exceptional child education schools) will be  
10 no more than twenty-five (25) teaching periods or equivalent time, and five (5)  
11 preparation periods. If a school is structured so that it has more or less than six  
12 (6) periods in a school day, the teachers will be provided no less than fifty (50)  
13 consecutive minutes for planning. A supervised study or lunch period or similar  
14 duty of equivalent time shall be considered a teaching period for which  
15 volunteers will be given priority. Student intervention/remediation for which  
16 lesson plans are not required shall not be considered a teaching period.  
17 Intervention/remediation time shall not be considered planning time.  
18

19 Section B The normal duty hours of all Employees, except for Social Workers,  
20 Resource Teachers, Special Instructional Assistants in schools, and other such  
21 Employees, shall not exceed seven (7) consecutive hours including a duty-free  
22 lunch period and any early or late duty. Principals shall first seek volunteers for  
23 early or late duty. If there are not enough volunteers, the principal shall assign  
24 employees on a rotation basis to early or late duty.  
25

26 The normal duty hours of Social Workers, Resource Teachers, Special  
27 Instructional Assistants in schools, and other such Employees shall not exceed  
28 seven and one-half (7 ½) consecutive hours in length including a duty-free lunch  
29 period.  
30

31 Upon notification to the school office and approval by the Principal or the School  
32 head, an Employee may leave the premises during duty hours.  
33

34 Section C Routine matters should be handled in such a way (written  
35 communications, announcements, etc.) as to permit optimum use of faculty  
36 meeting time for discussion, planning, and evaluation of the school's program. A  
37 written agenda with specificity shall be distributed by noon of the day before  
38 regularly scheduled faculty meetings. Absent a timely agenda, a faculty meeting  
39 will not occur. Faculty meetings shall begin no later than twenty (20) minutes  
40 after the student day and shall last no longer than sixty (60) minutes. Attendance  
41 at faculty meetings and all other meetings beyond the Employee's normal duty  
42 hours shall not exceed one (1) hour per week.  
43

44 Section D Every reasonable effort will be made to schedule Open House as  
45 far in advance as possible. There will be no mandatory faculty meetings during  
46 the week that Open House is held. Attendance at all other meetings and all other

1 duties beyond the Employee’s normal duty hours shall be voluntary except for  
2 parent conferences which shall be scheduled when possible to take place within  
3 normal duty hours. Mandatory attendance at meetings, including ARCs, beyond  
4 the one (1) hour per week will be paid at the hourly rate of pay except for Open  
5 House and parent conferences.

6  
7 The appropriate forms for all teachers to complete and turn in to be paid for extra  
8 service for mandatory meetings and/or making up their planning time after school  
9 shall be available online on the Employer’s website.

10  
11 Section E Employees in the senior high schools and middle schools shall not  
12 be required to have more than three (3) teaching preparations concurrently  
13 during any one major grading period. Student intervention/remediation for which  
14 no lesson plans are required, shall not be considered a teaching period and any  
15 preparation shall not be considered in the determination of this three (3)  
16 preparation maximum.

17  
18 Principals or Heads of schools shall make every reasonable effort to keep to a  
19 minimum the number of different courses taught per employee.

20  
21 Section F Elementary teachers (primary program through grade 5) shall  
22 normally be provided two hundred and fifty (250) minutes of preparation time per  
23 week for the school year.

24  
25 To the extent possible, planning time will be provided each day and will be  
26 balanced throughout the week.

27  
28 Section G All Employees shall have a duty-free lunch period of at least twenty  
29 (20) minutes.

30  
31 Section H The Parties recognize that a teacher’s primary responsibility is to  
32 teach. The school day shall be organized toward ensuring that the energies of  
33 the teacher are used primarily to this end. Every reasonable effort will be made to  
34 contain and reduce non-instructional duties through the use of all available  
35 school resources.

36  
37 Section I Employees shall not be required to give medication to students  
38 unless they have been provided with specific written instructions and training  
39 where appropriate and with signed notarized requests by parents or guardians.

40  
41 Section J The Employer shall maintain a program to provide substitutes for  
42 teachers when they are absent. This provision shall not apply to providing  
43 substitutes for Social Workers, Reading and Math Resource Teachers, Special  
44 Instructional Assistants, Speech and Hearing Impaired Teachers, Middle School  
45 and High School and special school Librarians, Elementary Exceptional Child

1 Education Resource Teachers, Federal Program/Grant Award Teachers, and  
2 other such Employees.

3  
4 When a teacher is not provided a substitute due to lack of availability, following  
5 approval of the Substitute Teacher Center, volunteers will be sought to provide  
6 coverage of classes. Employees will provide coverage only during planning time  
7 and will complete their planning time at the end of the same school day at the  
8 work site. Employees shall be paid their hourly rate for the extra assigned duties.

9  
10 Section K Employees are to attend the faculty meeting at the school where  
11 they end their day.

12  
13 Section L Every reasonable effort will be made to reduce paperwork.

14  
15 Section M Elementary Special Area Teachers shall collaborate in the  
16 development of their teaching schedule with the building teaching staff and the  
17 building principal. The Special Area teaching schedule shall not be altered  
18 without involving the same collaborative process.

19  
20 Section N Special Area Elementary Art, Music, Physical Education and  
21 Computer Teachers shall have no more than one (1) hall bulletin board assigned  
22 to them for preparation per building assigned.

23  
24 Section O Special Area Elementary Art, Music, Physical Education and  
25 Computer Teachers shall have no more than one major and one minor exhibition  
26 in each school. It is also the responsibility of the Special Area Teachers to work  
27 with regular teachers when preparing other programs.

28  
29 Section P Special Area/Traveling Teachers are to report their absence to the  
30 Principal of the first school to which they are assigned on the days of the  
31 absence, and are to request a substitute through the substitute center. All  
32 Principals are responsible for reporting Special Area/Traveling Teachers'  
33 absences daily to the home location for payroll records.

34  
35 Section Q If faculty meetings are used for professional development as  
36 planned by the SBDM process, that time shall be counted as referred to in Article  
37 11, Section C.

38  
39 Section R Special Area Teachers of the hearing impaired shall have the right  
40 to stay at a home school in their assigned region where they are already  
41 established, regardless of the number of students that are currently enrolled at  
42 that school, subject to availability of space, materials and equipment, principal  
43 and teacher acceptance, and region changes.

44  
45 Section S Special Area Teachers of the Vision Impaired shall have the right to  
46 stay at a home school in their assigned region where they are already

1 established, regardless of the number of students that are currently enrolled at  
2 that school, subject to availability of space, materials and equipment, Principal  
3 and teacher acceptance and region changes.

4  
5  
6 ARTICLE 12 – CLASS SIZE  
7

8 Section A The Parties agree that the following are important factors in  
9 establishing class size:

- 10  
11 1. Range of pupil age and achievement levels;  
12  
13 2. Pupil enrollment in achievement levels and courses;  
14  
15 3. Exceptionality of pupils enrolled in regular program classes;  
16  
17 4. Number of available usable pupil stations;  
18  
19 5. Appropriateness of the facility to the curriculum and methods of  
20 instruction to be used;  
21  
22 6. Availability of equipment for adequate teaching demonstration and  
23 pupil use;  
24  
25 7. Conditions which affect the health, safety and supervision of pupils;  
26  
27 8. Other professional and paraprofessional staff and technology;  
28  
29 9. Financial resources of the District; and  
30  
31 10. Law and regulations.

32  
33 Section B Pupil class size after the 20th pupil day from the beginning of the  
34 school year will not exceed the standards set forth by the state in laws and  
35 regulations with *maximum limits* established as follows unless the teacher  
36 agrees:

37  
38 1. Elementary Schools

- 39  
40 Primary - 24  
41 Grade 4 - 28  
42 Grade 5 - 29

43  
44 Exceptions – Physical Education, Choral and Instrumental Music

45  
46 2. Middle Schools



1	Resource Room	8	6 years	8	4 years
2					
3	<u>Physical Disability</u>				
4	<u>and Other Health</u>				
5	<u>Impaired</u>				
6	Special Class	16	6 years	NA	NA
7	Resource Class	20	6 years	10	6 years
8					
9	<u>Speech-Language</u>	65	NA	NA	NA
10					
11	<u>Emotional-</u>				
12	<u>Behavioral</u>				
13	<u>Disability</u>				
14	Special Class	8	4 years	NA	NA
15	Resource Class	15	6 years	8	4 years
16					
17	<u>Mental Disability –</u>				
18	<u>Mild Level</u>				
19	Special Class				
20	Primary – 6	15	4 years	NA	NA
21	Secondary 7 – 12	15	4 years	NA	NA
22	Resource Class				
23	Primary – 5	15	6 years	8	4 years
24	Grade 6	15	6 years	10	4 years
25	Secondary 7 – 12	20	6 years	10	4 years
26					
27	<u>Functional</u>				
28	<u>Mental Disability</u>				
29	Special Class	10	6 years	NA	NA
30	Resource Class	10	6 years	8	6 years
31					
32	<u>Specific Learning</u>				
33	<u>Disability</u>				
34	Special Class				
35	Primary – 6	10	4 years	NA	NA
36	Secondary 7 – 12	15	4 years	NA	NA
37	Resource Class				
38	Primary – 5	15	6 years	8	4 years
39	Grade 6	15	6 years	10	4 years
40	Secondary 7 – 12	20	6 years	10	4 years
41					
42	<u>Multiple Disabilities</u>				
43	Special Class	10	6 years	NA	NA
44	Resource Class	10	6 years	8	6 Years
45					
46	<u>Home/Hospital</u>				
47	<u>Special Area Teacher</u>	12			
48					
49	<u>Hospital Instruction</u>	15			
50					

51           5.     “Collaboration” means, for purposes of determining a class size, a  
52           teacher of exceptional children who works with children with disabilities  
53           in the regular classroom to provide specially designed instruction and  
54           related services. If a teacher of exceptional children provides services  
55           through the collaborative model, the maximum caseload shall not

1 exceed twenty (20) children with disabilities for secondary, and fifteen  
2 (15) children with disabilities for primary. When using the Collaborative  
3 Teaching Model, the Special Education Teacher does not count as an  
4 additional teacher in the general education classroom for the purpose  
5 of increasing the number of students in a given class.  
6

7 6. The teacher pupil ratio for on-site state agency school programs  
8 serving state agency children shall average no more than ten (10)  
9 students to one (1) teacher without a classroom aide and fifteen (15)  
10 students to one (1) teacher with a classroom aide. A classroom that  
11 exclusively serves students with the educational disabilities shall  
12 comply with teacher pupil ratios for ECE classrooms.  
13

14 7. Children with disabilities that meet the definition of autism; deaf-  
15 blindness; developmental delay for ages six (6), seven (7) and eight  
16 (8); and traumatic brain injury shall be served in regular classes,  
17 special classes, or resource classes as determined by the ARC.  
18

19 8. If caseload for special classes or class size for resource classes  
20 exceeds the maximum specified in this section for thirty (30) days, a  
21 LEA shall submit a waiver request to the Kentucky Department of  
22 Education.  
23

24 Section C The *maximum limits* for split grade classes shall be those  
25 established for the lowest grade in class.  
26

27 Section D The Parties agree that further reductions in pupil class size are  
28 desirable and every reasonable effort will be made to make such reductions.  
29

30 Section E Every reasonable effort will be made to keep the number and range  
31 of all pupil instructional achievement levels to a minimum.  
32

33 Section F Optimum consideration shall be given to the number of exceptional  
34 child education pupils mainstreamed into regular classes in determining class  
35 size and balancing workload.  
36

37 Section G The Parties agree that Section B will be automatically re-opened for  
38 negotiations within twelve (12) days following action to change by law or  
39 regulations any class size maximum limits as of the effective date of this  
40 Agreement when such changes are different from the limitations specified therein  
41 and that such negotiations will be limited to the affected changes within that  
42 section.  
43

44 Section H If it becomes necessary to exceed maximum class size, the  
45 involved teacher will have the following alternatives:  
46



- 1 6. Restrooms;
- 2
- 3 7. Custodial care and maintenance;
- 4
- 5 8. A telephone in each standard classroom;
- 6
- 7 9. Restoration of teaching areas damaged by vandalism or other causes;
- 8
- 9 10. Internet access;
- 10
- 11 11. Access to electronic mail service; and
- 12
- 13 12. Lockable storage space.
- 14

15 Section C The Employer will make every reasonable effort to provide for  
16 Employees:

- 17
- 18 1. Lockable desk where applicable;
- 19
- 20 2. Lounges for which they will be expected to exercise reasonable care;
- 21
- 22 3. Parking facilities (preferably off-street);
- 23
- 24 4. A system whereby Employees can effectively and expeditiously
- 25 communicate with the school office in the event of an emergency; and
- 26
- 27 5. Television receivers for supplementary instructional purposes.
- 28

29 Section D The Parties agree to encourage SBDM Councils to provide an  
30 opportunity to request budget expenditures for instructional materials and  
31 supplies.

32

33 Section E Development of the school budget shall be the responsibility of the  
34 SBDM Council.

35

36 Section F All Employees shall know the amount of money budgeted for their  
37 classrooms at least thirty (30) days prior to expending the money. Principals or  
38 School heads shall provide the Employees with information on the amount of  
39 money budgeted for instructional purposes prior to expending the money.

40

41 Section G Upon the request of Employees, Principals shall install drink and  
42 snack vending machines in the lounges or other suitable locations.

ARTICLE 14 – SAFETY

Section A The Parties agree that it is the responsibility of the Employer to provide and maintain a safe place of employment. Consistent with the Employee’s assignment, it is the responsibility of the Employee to report observed unsafe or hazardous practices or conditions. The Principal or immediate Supervisor will contact duly qualified personnel who will in turn make a timely inspection and take steps to remedy the condition. Employees shall not be required to work under reported conditions found to be detrimental to their health, safety or well-being.

Section B Employees shall not be required to perform tasks which endanger their personal health, safety or well-being and/or the personal health, safety and well-being of their pupils.

ARTICLE 15 – ASSIGNMENT

Section A In high schools and middle schools, the Principal or School head, after consulting with the Department Head, will decide which courses to offer in each department. The Principal shall have the responsibility and the authority to assign teacher employees within a school to a department(s) based upon the following criteria: certification, preference, measurable employee capabilities, needs of educational program, seniority, and balance of workload.

The Principal, after meeting with members of a department to discuss application of the above mentioned criteria, shall apply the criteria in determining class assignments.

Section B In the elementary school, the Principal or School head will meet with the teacher employees in the school to determine any changes in the assignment of teacher employees to each grade level(s). Assignments will be made using the following criteria: certification, preference, measurable employee capabilities, needs of educational program, seniority, and balance of workload.

Section C Employees shall be given written notice of their intra-school assignments for the forthcoming year not later than June 15th. In the event that changes in these assignments are made after June 15th, the Employees so affected will be notified promptly of the unforeseen situation.

Section D Employees will not be assigned, except temporarily or for good cause, outside the scope of their teaching certificates or their major or minor fields of study unless they agree.

Section E When Employees are involuntarily assigned to a position outside the scope of their teaching certificate, they will be given an opportunity for

1 assignment to a position for which they are properly certificated when vacancies  
2 occur.

3  
4 Section F In arranging schedules for Employees who are assigned to more  
5 than one school, the amount of inter-school travel will be limited. Employees  
6 who are assigned to more than one school in a school day will receive mileage  
7 reimbursement consistent with the Commonwealth of Kentucky approved rate  
8 and procedures. Rate changes, if any, will become effective July 1 each year.  
9 The Employer will provide time to travel between schools.

10  
11 Section G Special Area teachers such as elementary art, music, physical  
12 education and computer services shall not be provided for Head Start or Pre-  
13 School classes.

14  
15 Section H All Special Area teachers shall be provided with five (5) minutes  
16 between classes for set up purposes when there is a change in grade level.

17  
18 Section I The following provisions will be utilized in staffing and determining  
19 conditions of employment for employees in the Jefferson County High School:

- 20  
21 1. Teaching opportunities in the Jefferson County High School are  
22 advertised in *The Job List* for a two (2) week period. To be assured of  
23 first consideration, applications must be received in the Personnel  
24 Office by the announced time. All Employees must have a valid  
25 Kentucky teaching license to satisfy the program needs.  
26  
27 2. Hiring priority will be given to regular day Employees who apply and  
28 then to Employees on lay-off. Applications of all others will be  
29 considered thereafter.  
30  
31 3. Employees under regular contract will be employed on extra service  
32 basis for the Jefferson County High School and will be compensated  
33 according to the applicable provisions of the collective bargaining  
34 agreement.  
35

36  
37 ARTICLE 16 – TRANSFERS  
38

39 Section A General Procedures  
40

- 41 1. On request, the Employer shall electronically provide the Association a  
42 list of all known teaching vacancies that need staffing for the  
43 forthcoming school year. Prior to any teaching vacancies being posted  
44 system-wide, Employees within the schools affected shall have first  
45 consideration for said positions as per the Assignment Article. All  
46 positions shall be placed in prominent locations in the schools.

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44

2. Employees desiring to transfer to another school shall electronically file a request with Personnel Services no later than April 18th. Such requests shall include the organizational level(s) and/or the area(s) for which the Employee is certificated and desires to be assigned, the school(s) [a maximum of five (5) in high school, middle school, elementary school, and special schools] to which the employee desires to be transferred in order of preference. An Employee may list a professional frame of reference on the transfer form. The professional frame of reference shall include only one of the following options:
  - a) Any position for which the Employee is certified;
  - b) Only positions covered by specific area(s) of certification listed by the Employee;
  - c) Primary only;
  - d) Intermediate only;
  - e) Title I Reading only;
  - f) Title I Math only;
  - g) Instrumental Music only; or
  - h) Vocal Music only.
3. Employees requesting transfers will be ranked on a list according their seniority in the Jefferson County Public Schools. Employees must re-submit requests each year by April 18th in order to remain on the transfer list.
4. Any Employee who is designated as overstaff or who is returning from leave of absence for which a specific position is not being reserved will be placed in the proper ranking on the transfer list.
5. If a position is not available within the professional frame of reference, the Employee will not be voluntarily transferred. A transferred Employee will be assured an assignment within the professional frame of reference for one year unless there are changes in the classroom configuration, student enrollment, or teacher allocations at the school center in which case, Article 15 - Assignment shall be implemented.

- 1       6.     At the time the transfer is processed, the highest preference available  
2           will be granted to the Employee. The processing of a transfer removes  
3           an Employee from the transfer list.
- 4
- 5       7.     Transfers will be granted and vacancies staffed from the transfer list  
6           according to the needs of the educational program, certification,  
7           seniority, employee preference, state laws and court orders.
- 8
- 9       8.     An Employee requesting a transfer must accept the transfer made prior  
10          to the opening of school unless the Employee has previously notified in  
11          writing the appropriate administrator in Personnel Services of a desire  
12          to withdraw the request.
- 13
- 14      9.     The Association will be provided a transfer list by April 25th of each  
15          school year. The list shall include the Employee's name, seniority  
16          date, race, transfer status and assignment schools requested.
- 17
- 18      10.    Every reasonable effort will be made to determine programs, including  
19          federal programs, and identify the locations to which they are assigned  
20          as early as practicable so that Employees may take this information  
21          into account as they exercise their transfer rights.
- 22
- 23      11.    A voluntary transfer is not available to a teacher on deficiency  
24          evaluation.
- 25
- 26      12.    Newly employed ECE teachers will not be eligible for transfer  
27          assignment to a non-ECE position for the first three (3) years of their  
28          employment.
- 29

30    Section B    Teacher Transfer Selection

- 31
- 32      1.     By April 25th of each school year, bargaining unit members shall elect  
33           by secret ballot three (3) representatives to serve with the Principal on  
34           the Teacher Transfer Selection Committee. The election of this  
35           Committee shall be conducted by the JCTA Professional  
36           Representative and the Principal at a duly-called faculty meeting.
- 37
- 38      2.     The Teacher Transfer Selection Committee shall receive from  
39           Personnel Services the names of the eight (8) most senior teachers  
40           requesting a transfer and agreeing to interview at that school. The  
41           Committee shall interview up to eight (8) teachers seeking the transfer  
42           and based on those interviews shall select, by majority vote, the  
43           teacher to be offered the transfer. The Committee shall interview each  
44           teacher on the list provided by Personnel Services in seniority order  
45           until the Committee offers the transfer to an interviewed teacher.  
46           Should the teacher offered the transfer decline, the Committee may

1 resume interviews and may offer the position to one of the remaining  
2 interviewed applicants. The Teacher Transfer Selection Committee  
3 shall comply with all applicable state and federal statutes in their  
4 selection process.

5  
6 3. If there are fewer than four (4) employees seeking transfer to a  
7 particular position, the Employer may interview as many candidates for  
8 employment as needed to allow for at least four (4) interviews.

9  
10 4. A teacher declining an interview or a transfer offer from their voluntary  
11 list of transfer choices will have their voluntarily list destroyed and will  
12 be removed from the transfer list if their transfer is a voluntary choice  
13 only.

14  
15 5. The Employer reserves the right, in compliance with the JCBE/JCTA  
16 Agreement, to veto the Teacher Transfer Selection Committee's  
17 decision should there be certified staff under contract that would  
18 remain surplus if not assigned.

19  
20 6. Schools utilizing the Teacher Transfer Selection process will have from  
21 April 25th of the current school year until April 24th of the following  
22 school year to make their selections in accordance with the above  
23 procedures.

24  
25 7. Beginning July 1, overstaffed teachers will be placed from the overstaff  
26 list according to the needs of the educational program, certification,  
27 seniority, employee preference, state laws, and court orders. Upon  
28 placement of all overstaffed employees, the Employer will notify the  
29 Association.

30  
31 8. Beginning August 1, any Employee(s) selected using the Teacher  
32 Transfer Selection process to receive a transfer shall be placed in the  
33 granted position the beginning of the following school year.

34  
35 Section C Transfers Resulting from Overstaff

36  
37 1. Employees may be declared overstaff in a school as a result of  
38 reduced pupil enrollment, educational program changes, or  
39 adjustments in staff allocations. Employees in schools which are  
40 closed or where the existing program is closed and a new program  
41 implemented may be considered overstaff.

42  
43 2. Principals or School heads shall have the responsibility and authority  
44 to designate employees who are overstaff according to certification  
45 and seniority. Employees serving as athletic directors, head football

1 and head basketball coaches in the senior high schools shall be  
2 exempt from this provision.

- 3
- 4 3. Overstaffed employees will be offered an opportunity to return to  
5 vacancies in the school from which they were overstaffed within the  
6 first two weeks after school begins.
- 7
- 8 4. Classroom teachers transferred involuntarily after the beginning of the  
9 school term shall be provided one day to set up the classroom when it  
10 has not previously been organized.
- 11
- 12 5. When the number of resource employees is reduced, the affected  
13 employees shall be overstaffed according to their certification and  
14 seniority by program area.
- 15
- 16 6. The District shall not use Section E of this Article to create a vacant  
17 position (i.e., overstaff a teacher) for a coach.
- 18

19 Section D Transfer of Special Area Teachers

20

- 21 1. When the composition of a grouping of schools changes because of a  
22 fluctuation in pupil enrollment, school closings, educational programs,  
23 or adjustments in staff allocations, any Employee who was assigned to  
24 a school in the previous grouping(s) shall be considered for the new  
25 grouping(s) according to the needs of the educational program,  
26 certification, seniority, and employee preference.
- 27
- 28 2. School groupings not staffed by Section D1 shall be considered  
29 vacancies.
- 30
- 31 3. Employees not assigned to schools according to Section D1 or  
32 employees applying for a voluntary transfer shall be placed on the  
33 transfer list.
- 34
- 35 4. The Parties agree that the stability of Special Area Teachers pairings is  
36 important. To assist in achieving this goal, the Employer shall form a  
37 committee to develop the yearly pairings. Teacher representatives on  
38 any such committee shall be nominated by the Association. Except in  
39 extraordinary circumstances, the Employer will not override the  
40 decision of the Pairings Committee in creating pairings. Schools that  
41 have asked to be a part of the pairings process will not be permitted to  
42 remove themselves from the process once the Pairings Committee has  
43 created the pairings.
- 44
- 45 5. Special Area Teachers in art, music, computer and physical education  
46 will be offered the opportunity for assignment to a full-time art, music,

1 computer or physical education position which has become available in  
2 their specific school grouping.

3  
4 This action will be taken prior to declaring the opening vacant and  
5 available for staffing according to Article 16, Sections A, B, C, D or E.

6  
7 Special Area Teachers who decline the opportunity will be assigned  
8 according to Article 16, Section D.

9  
10 This provision applies only to art, music, computer and physical  
11 education Special Area Teacher groupings in the elementary schools.

12  
13 Section E The Superintendent or designee for good cause and extenuating  
14 circumstances will execute transfers as may be necessary for the efficient  
15 operations of the school district.

16  
17 Section F The Employer could Section E a coach into a building.

18  
19 A coach transferred into a building to accept a coaching responsibility would be  
20 subject to being overstaffed to create a new vacancy for a newly assigned coach  
21 when the employee is no longer coaching.

22  
23 Coach for this provision means head football, head basketball and athletic  
24 director.

25  
26  
27 **ARTICLE 17 – PROMOTIONS**

28  
29 The Parties recognize that assignments to promotional positions must be  
30 consistent with and conform to state and federal laws and regulations, court  
31 orders and affirmative action programs.

32  
33 Section A Promotional and/or administrative positions are defined as regular  
34 positions in the administrative organization approved by the Board and paid at a  
35 higher rate than the teachers' salary schedule and/or for which a certificate in  
36 administration and/or supervision may be required.

37  
38 Section B Promotional and/or administrative positions will be advertised and  
39 posted in a prominent position in all schools. General qualifications, range of  
40 compensation, and performance responsibilities will be clearly stated in the  
41 posting.

42  
43 Section C Employees desiring to be considered for promotional positions shall  
44 submit to Personnel Services such applications, transcripts, evidence of  
45 professional experience, references and resumes as may be required.  
46 Personnel Services shall acknowledge in writing the receipt of all such

1 applications.

2  
3 Section D All qualified employees shall be provided an opportunity to make an  
4 application for administrative positions. Consideration shall be given to the  
5 applicant's general qualifications according to the requirements of the position.

6  
7 Section E Applicants for a specific position who are not appointed by the  
8 Superintendent will be notified.

9  
10  
11 ARTICLE 18 – LAYOFF/RECALL

12  
13 Any layoff in teaching staff shall conform to this article and federal and state laws  
14 and regulations and court orders.

15  
16 Section A The following procedures shall apply to layoff:

- 17  
18 1. The Superintendent/designee will meet with representatives of the  
19 Association to discuss the need for the layoff and the approximate  
20 number of possible positions prior to the individual personnel agenda  
21 notification to the Board.  
22  
23 2. The Employer shall suspend the contracts of the least senior teachers  
24 in the teaching fields affected by the reduction when the reason is  
25 decreased enrollment of pupils.  
26  
27 3. The contract of a teacher employee on continuing contract shall not be  
28 suspended until all contracts of teacher employees on limited contracts  
29 in fields affected by the layoff have been suspended. No less senior  
30 person shall be allowed to remain in a teaching position for which a  
31 more senior person is subject to layoff. The less senior person shall  
32 have certification restricted for use in this District until all more senior  
33 employees in the certification area have been recalled.

34  
35 Section B The assignments of employees whose contracts are not suspended  
36 shall be restricted to teaching fields in which the reduction is not sufficient to  
37 cause suspension of their contracts except for a minor portion of their duty time  
38 or for good cause.

39  
40 Section C Employees on layoff shall have the right of recall in order of  
41 seniority to vacant positions in the representation unit for which they are qualified  
42 or become qualified before these positions are staffed by new applicants.  
43 Continuing contract teacher employees shall be recalled prior to limited contract  
44 teacher employees.

45  
46 Section D Employees on layoff: (1) will initially be offered recall to any

1 assignment for which they are certificated (fulfills legal obligations and removes  
2 from unemployment), (2) will be allowed to decline recall to assignment outside  
3 their professional frame of reference which they have previously designated, and  
4 (3) will, after the first contact, be offered recall only to assignments within their  
5 professional frame of reference.

6  
7 Section E Employees on layoff shall have the option at their expense to  
8 remain active participants in all Employer and State paid insurance benefit  
9 programs to the extent they are available to the employees from the carriers.

10  
11 Section F Employees on layoff may apply for employment as substitute  
12 teachers and shall be selected before other substitute teacher applicants are  
13 employed.

14  
15 Section G Employees will be credited with unused accumulated sick leave  
16 and placed on the proper rank and step of the salary schedule upon return to  
17 active employment. They will not receive salary increment credit for non-active  
18 employment time nor will such time count toward acquiring continuing contract  
19 status.

20  
21 Section H The Employer will provide to the Association upon request the  
22 employees' names, certification if in the computers, seniority dates and work  
23 locations for all employees with less seniority than the most senior employees  
24 affected by the layoff.

25  
26 Section I The Parties agree that every reasonable effort shall be made to  
27 acquire and use the most current data and information to establish accurate  
28 staffing projections as soon as possible for making layoff decisions in order to  
29 avoid retaining less senior employees during layoff.

30  
31  
32 **ARTICLE 19 – INSERVICE/PROFESSIONAL DEVELOPMENT**

33  
34 Section A The Parties agree that employees should use the resources  
35 available through the school system's staff development efforts, the curriculum  
36 center, school and central office professional libraries, college and university  
37 sponsored training programs, seminars, workshops and professional  
38 publications.

39  
40 Section B The Parties agree that continued accreditation by the  
41 AdvancED/Southern Association of Colleges and Schools may be desirable.  
42 During AdvancED/Southern Association evaluations employees will carry out  
43 assigned responsibilities as they pertain to accreditation procedures. The  
44 employees' responsibilities shall be assigned as nearly equally among them as  
45 practicable.

46  
47 Section C The Employer will pay salary or stipend, and expenses to

1 employees participating on an optional basis in courses, workshops, seminars,  
2 conferences, in-service training and other such programs which employees are  
3 requested to take by the Employer to the extent provided under federal and other  
4 externally and internally funded programs.

5  
6 Section D The Employer will pay full salary to employees participating in  
7 workshops, seminars, conferences, in-service training and other such programs  
8 where employees are required by the Employer to participate.

9  
10 Section E Employees who complete six (clock) hours of school  
11 system-approved in-service credit shall be entitled to have one (1) flexible in-  
12 service day off. Employees not completing the minimum six (6) hours credit shall  
13 report to the assigned location on the flexible in-service day. Any State  
14 mandated in-service requirement that employees are notified of prior to June 1 of  
15 each year will be fulfilled using flexible in-service time.

16  
17 Section F The Employer shall establish a procedure for the purpose of  
18 receiving employees' suggestions in professional development training programs.  
19 The procedure shall include a provision for a meeting with JCTA representatives.  
20 Professional development activities left to the discretion of the local schools shall  
21 be designed and planned after the employees at the schools have been provided  
22 with an opportunity to make suggestions and volunteer for participation in the  
23 planning.

24  
25  
26 ARTICLE 20 – ASSISTANCE IN ASSAULT/INJURY  
27

28 Section A Any case of assault/injury on an employee on or off school property  
29 when the employee is engaged in school business shall be promptly reported in  
30 writing by the principal to the appropriate administrator. An injury that is a result  
31 of disruptive behavior by a student(s) or adult, where the employee was not a  
32 contributing factor, shall be considered an assault. Any dispute as to disruptive  
33 behavior and/or contributing factor shall be settled by a joint committee of two  
34 administrators appointed by the Superintendent and two employees appointed by  
35 the Association President.

36  
37 Section B The Employer shall provide assistance for the purpose of advising  
38 the employee of rights and, upon request, to accompany the employee in court  
39 appearances. The Employer shall assist the employee by obtaining from the  
40 police and the principal relevant information concerning the alleged offender and  
41 by acting in other appropriate ways as liaison between employee, school officials  
42 and police. This assistance is intended to apply solely to the criminal aspect of  
43 any cases arising from such assault/injury.

44  
45 Section C Time required for appearance in any criminal aspect of a legal  
46 proceeding connected with an assault/injury on an employee sustained in the  
47 course of employment shall be granted as leave and shall not be deducted from

1 sick, personal or emergency leave days.

2  
3 Section D There shall be no loss of wages to an employee for work time lost  
4 because of personal injury incurred on the employee while in performance of  
5 assigned duties for a period up to and including one hundred eighty-five (185)  
6 days subsequent to the first day of absence related to the assault/injury. This  
7 benefit will be coordinated with worker's compensation plan and the regulations  
8 related thereto. An employee shall not incur the loss of emergency, personal or  
9 sick leave days as a result of the injury while performing duties on the job.

10  
11 Wages lost because of disability resulting from the assault/injury for a period  
12 longer than one hundred eighty-five (185) days shall be reimbursed to the extent  
13 of Employer and/or state employee benefits programs.

14  
15 The Employer may require the Employee to submit to a physical exam by the  
16 Employer's physician to determine ability to return to work. Such exam shall be  
17 paid by the Employer.

18  
19 Section E Employees shall be reimbursed for the costs of medical, surgical,  
20 hospital or rehabilitative services exceeding the amount of any insurance  
21 reimbursement to which the employee is entitled under coverage provided by the  
22 Employer and/or the state for personal injury incurred as the result of an assault  
23 sustained in the course of employment.

24  
25 Section F In the case of a serious assault/injury every effort will be made to  
26 allow an employee to transfer to another work location. Such an assault/injury  
27 must have occurred while the employee was performing his/her duties.

28  
29  
30 **ARTICLE 21 – SUMMER SCHOOL/EXTENDED SCHOOL SERVICES**

31  
32 Section A Teaching positions in the Summer School/Extended School  
33 Services will be staffed first by qualified persons who are current employees in  
34 the Jefferson County Public Schools.

35  
36 Section B In filling Summer School teaching positions the Employer will use  
37 the following process:

- 38  
39 1. The Employer shall advertise that all employees interested in teaching  
40 Summer School may apply and be placed on a rotation list by seniority.  
41 An employee will remain on the Summer School rotation list and will be  
42 considered for Summer School employment any year in which the  
43 employee submits an application to teach Summer School.  
44  
45 2. Employees may apply for specific school location(s) and teaching  
46 assignment or may submit applications for any summer assignment for

1 which qualified.  
2

- 3 3. In extenuating circumstances an employee may at any time prior to an  
4 offer of summer school employment withdraw an application and  
5 maintain his/her position on the summer school rotation list.  
6
- 7 4. Employees employed in Summer School rotate to the bottom of the list  
8 for the next year.  
9
- 10 5. Employees who have applied to teach Summer School and are offered  
11 a Summer School position but refuse the position will drop to the  
12 bottom of the rotation list along with those who worked Summer  
13 School.  
14
- 15 6. Employees on lay-off or on leave are eligible to apply for Summer  
16 School positions and will be placed on the list according to seniority.  
17 Employees applying for Summer School positions while on leave must  
18 have formally requested to return to active status in the fall.  
19
- 20 7. Employees who apply in years following formation of the first rotation  
21 list will be placed on the bottom of the Summer School rotation list by  
22 seniority.  
23

24 Section C Projected locations and teaching positions for Summer School if  
25 known shall be published by May 1.  
26

27 Section D Those employed in the Summer School may use up to two (2) days of  
28 sick leave accumulated as of the end of their preceding contract year. Those  
29 employed in Extended School Services where the program is conducted as an  
30 extended school year, and students are in attendance on a daily basis, a teacher  
31 working in a program of 1 to 29 days is eligible to utilize one (1) sick leave day.  
32 Those employed 30 days or more will be eligible to utilize two (2) sick leave days.  
33

34 Section E The articles on School Board Authority, Academic Freedom,  
35 Assistance in Assault/Injury, Safety, Student Discipline, Employee Rights,  
36 Employee Discipline, and Materials and Facilities shall apply to extended school  
37 services and tuition Summer School.  
38

39 Section F  
40

- 41 1. Employees providing services under the Extended School Services of  
42 KERA shall be paid their hourly rate.  
43
- 44 2. Selection of employees for teaching responsibilities in the Extended  
45 School Services program with KERA and summer school shall be by:  
46

1 a) Employees of the school will be selected in accordance with Article  
2 15, Section A and B.

3  
4 b) If the position is not filled by one of the above methods, the position  
5 will be filled by the process outlined in Section B of this article.  
6

7 Section G Employees requested to teach an additional period shall be paid their  
8 hourly rate for the extra hour of assigned duties which shall be a planning period  
9 to be completed at their work location. No employee shall be required to teach  
10 an additional period. Employees shall be selected for this assignment using  
11 Article 15 of this Agreement.  
12

## 13 14 ARTICLE 22 – SCHOOL CALENDAR 15

16 Section A The Parties agree that the Superintendent will appoint employees  
17 to serve on the School Calendar Committee from among those nominated by the  
18 Association.  
19

20 Section B The employee representatives on the Committee shall have the  
21 opportunity to offer suggestions and make recommendations with respect to the  
22 development of the annual School Calendar.  
23

24 Section C The Superintendent's recommendation to the Employer pertaining  
25 to the annual adoption of the School Calendar will be provided to the Association  
26 at least two weeks in advance of the recommendation.  
27

28 Section D The School Calendar shall provide:  
29

30 187 paid days for each year of this Agreement including:

31 4 paid holidays

32 4 in-service days of which at least three (3) will be flexible in-service days

33 2 Gold Days

34 1 opening day

35 1 closing day

36 One-half (1/2) of the opening and closing days shall be used solely for the  
37 purpose of the employees opening and closing their assigned areas.  
38

39 Half of each Gold Day at all grade levels shall be reserved for grade group, team,  
40 or department meetings for purposes such as analyzing student work, reviewing  
41 portfolio inventories, designing assessments, developing graphic organizers and  
42 other instructional tools, developing unit assessments, and using Core  
43 Curriculum Guides for grade group, team or department planning and lesson  
44 development, disaggregating and/or monitoring student data and developing  
45 strategies to address the key findings, and formulating grade group, team or  
46 department plans for applying lessons from the school's professional

1 development sessions.

2  
3 Two (2) parent-teacher conference days are added to the School Calendar as  
4 extended employment. Teachers will be paid their normal per diem as defined in  
5 the Agreement for participating in the scheduled parent-teacher conference days.  
6 Schools may alter the normal scheduled workday start time in order to better  
7 accommodate parents. Schools may schedule other functions in lieu of parent-  
8 teacher conferences. If parent-teacher conference days are used for other  
9 purposes, then one-half (1/2) of each day at all grade levels shall be reserved for  
10 grade group, team, or department meetings for purposes such as analyzing  
11 student work, reviewing portfolio inventories, designing assessments, developing  
12 graphic organizers and other instructional tools, developing unit assessments,  
13 and using Core Curriculum Guides for grade group, team or department planning  
14 and lesson development, disaggregating and/or monitoring student data and  
15 developing strategies to address the key findings, and formulating grade group,  
16 team or department plans for applying lessons from the school's professional  
17 development sessions.

18  
19 If extended employment opportunities are offered during intersessions for  
20 instruction of students, teachers will be compensated at the teacher's per diem  
21 rate of pay. All other services shall be compensated according to the extra  
22 service schedules. Teachers shall be selected for intersession instruction using  
23 the criteria found in Article 15 - Assignment.

24  
25 A work day during the five (5) weekdays preceding the opening day of the School  
26 Calendar may be an extended employment day for teachers. Teachers will be  
27 paid at their normal per diem as defined in the Agreement for participating in the  
28 scheduled work day.

29  
30 General Election day will be designated as a non-work day for employees in the  
31 adopted School Calendar.

32  
33 When the start of the student school day is delayed by two or more hours,  
34 teachers will operate on a delay of one hour less than the delay for students.

35  
36  
37 **ARTICLE 23 – TEAM LEADERS, DEPARTMENT HEADS**  
38 **AND GRADE GROUP CHAIRPERSONS**

39  
40 Team Leaders, Department Heads and Grade Group Chairpersons will be  
41 selected annually by the principal or school head in conjunction with the  
42 employees in that department, team or grade group.

43  
44  
45 **ARTICLE 24 – LIBRARIANS**  
46

1 Section A One librarian in each school shall be employed a minimum of seven  
2 (7) days extended time. When requested by the librarian and approved by the  
3 principal, the extended time may be divided between the opening and closing of  
4 school.

5  
6 Section B The librarian(s) shall collaborate with the building teaching staff and  
7 the building principal in developing the library schedule. The library schedule  
8 shall not be altered without involving the same collaborative process.

9  
10 Section C The Employer shall strive to see that all school library media  
11 centers meet guidelines of the AdvancED/Southern Association of Colleges and  
12 Schools.

## 13 14 15 ARTICLE 25 – EXCEPTIONAL CHILD EDUCATION

16  
17 The Employer recognizes its responsibility to provide exceptional child education  
18 employees with facilities, materials, and services appropriate to fulfilling their  
19 duties consistent with the provisions of IDEA - Individuals with Disabilities  
20 Education Act as amended and resulting regulations.

21  
22 Section A All appropriate employees shall have the opportunity to participate  
23 in ARC meetings as required by federal and state laws/regulations. All  
24 employees involved in the instruction of exceptional child education students  
25 shall have a copy of the IEP and have it explained, if needed.

26  
27 Section B Conferences or meetings with parents or legal guardians resulting  
28 from IDEA - Individuals with Disabilities Education Act - as amended in which  
29 employees are required to participate shall be scheduled during employees' duty  
30 hours whenever possible. The ARC chairperson or designee will take into  
31 consideration the classroom teacher(s) schedule when arranging for ARC  
32 meetings.

33  
34 Section C Art, music, physical education and computer shall be provided to  
35 exceptional child education pupils as written on the student's Individual Education  
36 Program (IEP).

37  
38 Section D Exceptional child education employees shall be provided time  
39 during duty hours to use for the required placement testing of pupils. Teachers  
40 will not be required to use planning time for this purpose.

41  
42 Section E Student ECE records, when requested, shall be forwarded to the  
43 receiving school within seven (7) days if available.

44  
45 Section F Alternative portfolios for ECE students shall be completed in  
46 accordance with Commonwealth of Kentucky requirements.

1  
2 Section G The District and local school will give consideration to different  
3 levels of functionalities when combining ECE students with different disabilities  
4 into any classroom.

5  
6 Section H ECE Resource Consultants will work with School/Staff Team (SST),  
7 when requested by the Team, to develop appropriate interventions for students.  
8  
9

10 ARTICLE 26 – LEAVES OF ABSENCE  
11

12 The Employer shall grant leaves to employees in accordance with state and  
13 federal laws and regulations and the provisions of this article.  
14

15 Section A Sick Leave  
16

- 17 1. Sick Leave with pay will be granted to an employee if the employee  
18 presents a personal affidavit or a certificate of a reputable physician  
19 stating that the employee or a member of the employee's "immediate  
20 family"<sup>1</sup> was ill on the day or days absent and providing the employee  
21 has not exhausted current or accumulated sick leave credit.  
22
- 23 2. All employees shall be credited with ten (10) days sick leave per  
24 school year.  
25
- 26 3. Sick leave will be credited on the initial day of employment and shall  
27 accumulate without limitation. All sick leave granted under this section  
28 shall be in units of full days.  
29
- 30 4. Employees may not engage in any gainful employment while on sick  
31 leave except as allowed under the Family Medical Leave Act.  
32
- 33 5. If any employee uses all accumulated sick leave and is still unable to  
34 return to assigned duties, the employee shall apply for and be placed  
35 on unpaid medical leave of absence in accordance with Section B 2 of  
36 this article. An employee need not exhaust all sick leave credit in order  
37 to exercise the option of requesting to be placed on unpaid medical  
38 leave of absence.  
39
- 40 6. All provisions herein shall apply to pregnancy related matters.  
41
- 42 7. A sick leave bank shall be established into which employees may  
43 voluntarily contribute one (1) day from their accumulated sick leave.

**<sup>1</sup>"Immediate Family" means the Employee's spouse, child(ren), including step-child(ren), parent(s), and spouse's parent(s) without reference to the location of residence of said relative.**

1 Only voluntary contributors shall qualify for use of leave in the bank  
2 according to standards consistent with those applying to use of regular  
3 sick leave. A three (3) person committee composed of employees  
4 selected by the Association shall be responsible for approving use of  
5 sick leave in the bank by employees who have exhausted their leave.  
6 The parties further agree that bargaining unit members shall not be  
7 permitted to contribute sick leave days to any employee of another  
8 bargaining unit.  
9

10 The Association shall save the Employer harmless against any claims,  
11 legal or otherwise, for Sick Leave Bank enrollment if the Association is  
12 given the opportunity to provide all necessary legal services to defend  
13 such claims.  
14

15 Section B Medical Leave  
16

- 17 1. A medical leave of absence shall be granted for a period of two (2)  
18 consecutive school years and, upon subsequent request, may be  
19 renewed for two (2) additional years. The written request shall be  
20 made to Personnel Services.  
21
- 22 2. Whenever any employee has been advised by a physician or  
23 otherwise knows of an interruption of assigned duties due to  
24 anticipated medical reasons and which may reasonably be expected to  
25 last thirty (30) or more days, the employee shall notify Personnel  
26 Services and upon request be granted a medical leave of absence  
27 according to Section A 5 of this article. Such notice shall be given in  
28 writing and accompanied by a physician's statement setting out the  
29 anticipated date of commencement of interruption of duties and  
30 whether the employee is to retain the same assignment.  
31
- 32 3. The employee shall notify the Employer as soon as possible of any  
33 change in the return date. Said notice shall be accompanied by the  
34 written permission of the physician.  
35
- 36 4. The Employer will keep the employee's assignment available upon  
37 resumption of assigned duties provided:  
38
  - 39 a) Such assignment has not been eliminated during the employee's  
40 absence for any valid reason  
41
  - 42 b) The employee's planned absence does not exceed ninety (90)  
43 days.  
44
- 45 5. Employees who qualify for and are awarded workers compensation  
46 payments shall be placed on medical leave with unused sick leave

1 coordinated with the workers compensation payments so as to sustain  
2 the level at a total of 100% regular wages.

3  
4 The Employer shall save the Association harmless against any legal  
5 claims related to the implementation of this section.  
6

7 Section C Emergency Leave

8  
9 For the purpose of this section "emergency" shall mean a sudden unexpected  
10 happening; an unforeseen occasion or condition; a sudden or unexpected  
11 occasion for action.  
12

- 13 1. Legitimate reasons for granting emergency leave with pay shall  
14 include:  
15  
16 a) Death or funeral of relative by blood or marriage (specify  
17 relationship)  
18  
19 b) Emergency situations resulting from natural disasters; i.e., tornado,  
20 flood (specify exact reason)  
21  
22 c) Such other reasons of emergency or extraordinary nature as  
23 approved by the Superintendent's designee. (Letter of explanation  
24 required.)  
25  
26 2. All employees shall be credited with two (2) days of emergency leave  
27 per year. Emergency leave will be credited on the initial day of  
28 employment and will not accumulate from year to year. All emergency  
29 leave granted under this section will be granted in units of full days.  
30

31 Section D Personal Leave

- 32  
33 1. All employees shall be credited with three (3) days of personal leave  
34 per year. The use of these days shall be at the employee's discretion.  
35 Unused personal leave shall accumulate as sick leave.  
36  
37 2. Personal leave will be granted upon request to employees who give  
38 prior notice to the principal or immediate supervisor by noon of the  
39 preceding day.  
40  
41 3. Personal leave days will not be granted for the last five (5) days of the  
42 school term except for the purpose of attending graduation ceremonies  
43 for the employee, their spouse, children, step-children, foster children,  
44 or grandchildren.  
45  
46 4. The principal or immediate supervisor may deny personal leave if the

1 total requests exceed 10% of the teaching staff for any one day.

2  
3 5. Job share employees who have signed the Job Share Agreement with  
4 another teacher and their principal to share one full-time job, will each  
5 receive 2 personal days, at a rate of 3.5 hours per day.

6  
7 6. Part-time teachers who work at least 50% (654.50 hours per year) of  
8 the full-time teacher work year (1,309 hours per year) and are  
9 assigned to an approved working calendar will receive 2 personal  
10 days, at a rate of 3.5 hours per day.

11  
12 7. Part-time employees that work a 7-hour day described in #5 and #6  
13 above will receive 1 personal day.

14  
15 8. Employees working at least 92 days will receive personal leave as  
16 defined in numbers 6 and 7.

17  
18 9. Part-time retirees are not eligible for personal leave.

19  
20  
21 Section E Adoption/Child Rearing Leave

22  
23 1. An employee presenting the required evidence shall upon request to  
24 Personnel Services be granted an unpaid leave of absence necessary  
25 to meet child adoption requirements and for the purpose of rearing the  
26 pre-school child(ren).

27  
28 2. The Employer will keep the employee's assignment available upon  
29 resumption of assigned duties provided:

30  
31 a) Such assignment has not been eliminated during the employee's  
32 absence for any valid reason; and

33  
34 b) The employee has requested such leave at least four (4) weeks  
35 prior to the anticipated date on which the leave is to commence;

36  
37 c) The employee's planned absence does not exceed ninety (90)  
38 days.

39  
40 3. A single adoption/child rearing leave shall be granted for a period of no  
41 less than thirty (30) days and no more than two (2) consecutive work  
42 years or major portions thereof upon written request by the employee  
43 to Personnel Services.

44  
45 Section F Professional Leave

46  
47 1. The Employer shall budget and establish a bank of four hundred (400)

1 Professional Leave days.

- 2
- 3 2. The use of seventy-five (75) of the four hundred (400) Professional  
4 Leave days shall be used solely at the discretion and direction of the  
5 JCTA President, but exclusively for professional development/training  
6 of employees.  
7
- 8 3. Bargaining unit members wishing to use paid Professional Leave shall  
9 make application on the appropriate form which shall be mutually  
10 agreed upon by the parties.  
11
- 12 4. All bargaining unit members application for said leave shall be  
13 reviewed for approval or denial by the Professional Leave Committee  
14 except as outlined in number 2 above.  
15
- 16 5. The Professional Leave Committee shall be composed of three (3)  
17 bargaining unit members appointed by the Association and three (3)  
18 administrators appointed by the Superintendent.  
19

20 Section G Educational Leave

21

22 A leave of absence of up to two (2) years shall be granted to any employee upon  
23 application for educational or professional purposes. Upon return if the  
24 employee submits evidence in accordance with established procedures that this  
25 leave was used for the stated purpose for which it was granted, the employee  
26 shall be placed on the salary schedule at the level which would have been  
27 achieved had the employee remained actively employed in the system during the  
28 period of absence, provided however that time spent on said leave will not count  
29 toward the fulfillment of the time requirements for acquiring a continuing contract.  
30

31 Section H Military Leave

32

33 Any employee who enters active duty shall be granted an unpaid leave for a  
34 period not to exceed the initial period of service. Any employee on military leave  
35 and within ninety (90) days after the employee's separation from military service  
36 shall upon written application be restored to a position in the employment of the  
37 Employer, provided the employee shall furnish proof of discharge or separation  
38 from service under honorable conditions and be found by a physician selected by  
39 the Employer to be in a satisfactory state of health for the performance of  
40 teaching duties. Upon return the employee shall be placed on the salary  
41 schedule at the level which would have been achieved had the employee  
42 remained actively employed in the system during the period of absence.  
43

44 Section I Political Activity Leave

45

46 An unpaid leave of absence shall be granted to any employee upon application

1 for the purpose of campaigning for or serving in public office once the employee  
2 becomes a bona fide candidate for such office. The employee's assignment will  
3 be kept available for resumption of teaching duties provided the employee's  
4 planned absence does not exceed ninety (90) days.

5  
6 Section J Jury Duty Leave

7  
8 Any employee who serves on a jury in any duly constituted local, state or federal  
9 court shall be granted leave with full compensation less any compensation  
10 received as jury pay, for the period of actual jury service, which leave shall be in  
11 addition to all other leave to which the employee may be entitled.

12  
13 Employees claiming compensation for jury duty shall comply with the following  
14 procedures:

- 15  
16 1. A copy of the jury duty subpoena must be provided to the school  
17 principal or immediate superior prior to the first day involving jury duty  
18 service.
- 19  
20 2. If assigned to jury duty, the Verification of Jury Duty form (available  
21 from the payroll department) must be completed each pay period and  
22 forwarded with the Payroll Exception card which the school submits to  
23 the Payroll Office.
- 24  
25 3. A personal check (payable to the Treasurer, Jefferson County Board of  
26 Education) for the amount of compensation received for jury duty  
27 service only and excluding the travel expense shall be delivered to the  
28 principal or immediate supervisor for transmittal to the Payroll Office.

29  
30 Section K Association President and Vice-President Leave

31  
32 The Employer shall upon request grant a full-time leave to the President of the  
33 Association for the school year(s) for which the President is elected, without the  
34 loss of salary, step increment, or Employer paid fringe benefits.

35  
36 Following the leave the employee will be returned to the assignment held prior to  
37 leave. In the event the assignment is not available, the employee will be given a  
38 comparable assignment.

39  
40 The duly elected President of the Association will be assigned by the District to  
41 the Association for 187 days. During this time he/she will work on areas/issues  
42 of mutual concern related to the welfare of the students of Jefferson County  
43 Public Schools as determined by the Association. For this 187-day period,  
44 he/she shall be considered in an active duty status and shall receive  
45 compensation and benefits in accordance with the labor agreement. Should the  
46 Association elect to extend the President's work year beyond the 187 days,  
47 the Association will reimburse the Employer for any cost associated with the

1 extension.

2  
3 Upon petition by the Association by June 1 of the preceding school year, the  
4 Employer will allow the duly elected Vice-President of the Association to be  
5 released from his/her teaching duties for one-half (1/2) of each school day for the  
6 next school year. The parties shall meet and plan how to minimize any adverse  
7 effect resulting from the Vice President's absence. During this time, he/she will  
8 work on areas/issues of mutual concern related to the welfare of the students of  
9 Jefferson County Public Schools as determined by the Association. For this 187-  
10 day period, he/she will be considered an active duty status and shall receive  
11 compensation and benefits in accordance with the labor agreement. The  
12 Association will compensate the District for one-half (1/2) the salary and benefits  
13 of the Vice-President.

14  
15 Section L Association Leave

16  
17 The Employer shall grant the Association an annual maximum of two hundred  
18 seventy five (275) days. The Association shall request use of the days as  
19 needed at least five (5) days in advance, except for extenuating circumstances,  
20 for attendance at regional, state or national meetings for the conduct of  
21 necessary Association business. The allocation of such paid Association leave  
22 days shall be determined by the Association except that no employee shall use  
23 more than eight (8) days per school year. The Association may authorize a  
24 maximum of five (5) employees to be exempt from the eight (8) day per year  
25 limitation; however, in no case shall an employee utilize more than twenty (20)  
26 Association leave days without mutual agreement of the Employer and the  
27 Association. When an employee who is exempt from the eight (8) day limitation  
28 uses Association leave, the Parties shall meet and plan how to minimize any  
29 adverse effect resulting from the employee's absence. This may include the use  
30 of substitute personnel serving as an assistant for which the cost shall be  
31 reimbursed to the Employer by the Association. The Association will reimburse  
32 the Employer for the cost of any substitute employee for these leave days.

33  
34 The Association will provide a minimum of three (3) days notice for association  
35 leave requests for the Association Vice President.

36  
37 Section M Resumption of Benefits Following Leave

38  
39 When the employee resumes service in the district following leave any unused  
40 accumulated sick leave will be restored. Any employee granted a leave which  
41 affects the continuation of benefits provided by the Employer shall assume  
42 responsibility for making arrangements for continuation of said benefits during  
43 the term of said leave. The Employer will provide assistance and information  
44 with the ultimate responsibility for all notices remaining with the employee.

45  
46 Section N Length of Consecutive Leaves of Absence

47  
48 The Employer may deny Adoption/Child Rearing Leave, or Educational Leave  
49 when the granting of such leave would result in absence from duty for a period  
50 longer than two (2) consecutive school years without at least one-half (1/2)

1 intervening year of active service as an employee. Time while an employee is on  
2 unpaid Educational Leave serving as a released full-time salaried officer of the  
3 Association or the Kentucky Education Association or the National Education  
4 Association shall not apply under this section.

5  
6 Section O Court Appearance Leave

7  
8 Any employee who is summoned to a local, state, or federal court for reasons  
9 directly connected with the employee's employment shall be granted paid leave  
10 after properly presenting the approved form certifying the court appearance. This  
11 section shall not apply when the employee is a plaintiff or witness against the  
12 Employer or its agents, or when the employee is a plaintiff in cases without  
13 Employer sanction.

14  
15 Section P Notarizing Leave Affidavits

16  
17 The principal will make arrangements for notarizing without charge the personal  
18 affidavits of employees for leave where required.

19  
20 Section Q "Substitute Status"

21  
22 An employee who qualifies for professional leave or child rearing leave may  
23 instead choose to go to "substitute status". In this status an employee may serve  
24 as a substitute teacher assigned through the Substitute Teacher Center office.  
25 An employee in this status has the same rights and benefits, including  
26 representation, of a substitute teacher. If an employee wishes to return to  
27 employee status, the employee has the same rights to return to service as an  
28 employee on the above referenced leave of absence.

1  
2  
3  
4

ARTICLE 27 – COMPENSATION SCHEDULES

JOB FAMILY III SALARY SCHEDULE

2013 - 14

STEP	RANK III	RANK III + 15	RANK II	RANK II + 15	RANK I	DOCTORATE
0	40,117.58	41,774.60	45,637.71	47,290.73	51,151.81	53,540.19
1	40,854.92	42,507.94	46,371.04	48,026.07	51,885.15	54,279.54
2	41,592.28	43,245.32	47,106.38	48,575.08	52,624.51	55,010.87
3	42,321.62	43,980.66	47,839.72	49,494.77	53,355.85	55,746.23
4	44,902.35	44,902.35	49,757.26	50,230.13	54,604.15	56,483.59
5	45,637.71	46,188.70	50,047.80	51,702.83	55,563.89	57,954.29
6	46,741.72	47,659.40	51,518.48	53,169.50	57,032.61	59,422.97
7	47,473.05	49,126.10	52,989.18	54,648.21	58,503.29	60,893.67
8	48,945.75	50,602.80	54,461.88	56,116.92	59,975.99	62,368.39
9	50,412.47	52,071.50	55,930.56	57,585.62	61,446.69	63,835.07
10	51,885.15	53,540.19	57,401.28	59,054.30	62,913.36	65,303.77
11	54,830.55	56,483.59	60,344.66	61,995.70	65,862.78	68,247.15
12	56,299.25	57,954.29	61,815.36	63,468.40	67,331.48	69,719.86
13	57,769.95	59,422.97	63,282.07	64,939.10	68,800.16	71,194.57
14	59,240.65	60,893.67	64,756.75	66,407.80	70,270.88	72,661.26
15	60,709.33	62,368.39	66,229.45	67,880.48	71,739.58	74,131.94
16	63,654.74	65,303.77	69,170.87	70,825.89	74,684.96	77,069.36
17	65,862.78	67,513.81	71,370.89	73,031.93	76,891.02	79,277.40
18	65,862.78	67,513.81	71,370.89	73,031.93	76,891.02	79,277.40
19	65,862.78	67,513.81	71,370.89	73,031.93	76,891.02	79,277.40
20	67,331.48	68,986.53	72,845.59	74,500.61	78,361.71	80,748.08
21	67,331.48	68,986.53	72,845.59	74,500.61	78,361.71	80,748.08
22	67,331.48	68,986.53	72,845.59	74,500.61	78,361.71	80,748.08
23	67,331.48	68,986.53	72,845.59	74,500.61	78,361.71	80,748.08
24	67,331.48	68,986.53	72,845.59	74,500.61	78,361.71	80,748.08
25	68,431.49	70,088.54	73,947.62	75,602.66	79,461.72	81,854.13

5  
6

1  
2  
3 Section A The Teacher Salary Schedule will be increased by 0% effective  
4 July 1, 2013. The Extra Service Pay Schedules will be increased according to  
5 the current index.  
6

- 7 1. The increment for earned doctorate (Rank I +) in subject fields or areas  
8 approved by the State Board of Education for certification purposes.  
9
- 10 2. Employees paid on these schedules shall be paid on a 26-pay check  
11 plan. Employees shall retain their right to receive summer checks at  
12 the beginning of summer break.  
13
- 14 3. One check per payroll period will be generated to include all monies  
15 due, including but not limited to, regular compensation, ESS,  
16 parent/teacher conference day, coaching, opening day, etc. Individual  
17 items will be listed/defined on the pay stub/direct deposit advice.  
18
- 19 4. Job Family III salary schedule includes teachers and other non-  
20 managerial, professional employees who work directly with students.  
21
- 22 5. Direct deposit to one account will be mandatory for all employees. The  
23 credit union will remain as a payroll deduction.  
24

25 Section B Insurance Benefits  
26

- 27 1. Employee Health and Hospitalization insurance provided for by the  
28 Commonwealth of Kentucky Employee Health Plan.  
29
- 30 2. \$20,000 term life insurance - full premium paid by State.  
31
- 32 3. Term life insurance equal to pay on the Teachers Salary Schedule,  
33 with maximum payment of \$50,000 - full premium paid by Employer.  
34
- 35 4. Workers compensation insurance - full premium paid by Employer  
36
- 37 5. Long term disability income protection insurance - full premium paid by  
38 Employer.  
39
- 40 6. Unemployment compensation insurance - full premium paid by  
41 Employer.  
42

43 Section C<sup>2</sup> Sick Leave Pay-Out Upon Retirement

<sup>2</sup> For regular full-time teachers working on limited or continuing contracts and other full-time employees.

1  
2 Upon retirement from the Jefferson County Public School District, a teacher shall  
3 receive thirty (30) percent of the teacher's unused accumulated sick leave as a  
4 cash payment (less appropriate deductions) up to a maximum equal to the  
5 teacher's accumulated sick leave on the thirtieth (30th) year of credited service in  
6 the teacher's retirement systems. The cash payment shall be calculated by  
7 using the teacher's last year of service daily rate.  
8

9 Should a teacher's balance of unused sick leave fall below the number reached  
10 at the thirtieth year of service, it is understood that the teacher can continue to  
11 accrue sick leave and will be paid up to a maximum of that reached in the  
12 thirtieth year.  
13

14 Section D Summer School, Curriculum Writing, Optional In-service and  
15 Textbook Selection Pay; Incentive Stipends  
16

- 17 1. Summer school, Jefferson County High School, and part-time  
18 teachers' salaries shall be prorated. Annual salaries are divided by  
19 base days to determine daily rates. Daily rates are divided by seven  
20 (7) to determine an hourly rate. The number of class hours will be  
21 multiplied by the hourly rate to arrive at the salary for less than a full  
22 duty day.  
23
- 24 2. Employees who are chosen to help write curriculum will be paid at an  
25 hourly rate of \$10.78.  
26
- 27 3. Employees who are requested to present in-service training will be  
28 compensated \$20.20 an hour for up to three (3) hours of preparation  
29 time. If the employee is presenting in an optional in-service, they will  
30 be compensated at \$20.20 an hour for time spent presenting unless  
31 anyone in attendance is receiving his/her hourly rate of pay (mandatory  
32 in service) in which case the presenter will also receive his/her hourly  
33 rate of pay for the time spent presenting. The \$20.20 rate will be  
34 adjusted each year by the same percentage as the extra service salary  
35 schedule.  
36
- 37 4. Employees who are chosen to help select textbooks will be paid \$150  
38 with this amount prorated according to time missed from applicable  
39 scheduled work sessions.  
40
- 41 5. Newly hired teachers will be required to participate in the District's  
42 Induction Program. Participating teachers will be compensated hourly  
43 at the rate of 8.25% of the daily rate of Step 0, Rank III.  
44  
45  
46

1  
2  
3  
4  
5  
6

**Section E** Extra Service Pay Schedule 2013-14

1.0 = .11 x Rank III, Step 0 (for a 187 day teacher salary schedule)

Rank III, Step 0 = \$40,117.58  
times .11 = \$4,413

**1. HIGH SCHOOL ATHLETICS**

	Step 0		Step 1		Step 2		Step 3		Step 4	
Athletic Director	1.2	<b>5,296</b>	1.3876	<b>6,123</b>	1.5750	<b>6,950</b>	1.7626	<b>7,778</b>	1.9500	<b>8,605</b>
Head Football	1.0	<b>4,413</b>	1.1563	<b>5,103</b>	1.3125	<b>5,792</b>	1.4688	<b>6,482</b>	1.6250	<b>7,171</b>
Head Basketball	1.0	<b>4,413</b>	1.1563	<b>5,103</b>	1.3125	<b>5,792</b>	1.4688	<b>6,482</b>	1.6250	<b>7,171</b>
Asst. Football (1,2)	0.6	<b>2,648</b>	0.6938	<b>3,062</b>	0.7875	<b>3,475</b>	0.8813	<b>3,889</b>	0.9750	<b>4,303</b>
JV Basketball (1,2)	0.6	<b>2,648</b>	0.6938	<b>3,062</b>	0.7875	<b>3,475</b>	0.8813	<b>3,889</b>	0.9750	<b>4,303</b>
Track (1)	0.6	<b>2,648</b>	0.6938	<b>3,062</b>	0.7875	<b>3,475</b>	0.8813	<b>3,889</b>	0.9750	<b>4,303</b>
Baseball (2)	0.6	<b>2,648</b>	0.6938	<b>3,062</b>	0.7875	<b>3,475</b>	0.8813	<b>3,889</b>	0.9750	<b>4,303</b>
Softball (2)	0.6	<b>2,648</b>	0.6938	<b>3,062</b>	0.7875	<b>3,475</b>	0.8813	<b>3,889</b>	0.9750	<b>4,303</b>
Wrestling	0.6	<b>2,648</b>	0.6938	<b>3,062</b>	0.7875	<b>3,475</b>	0.8813	<b>3,889</b>	0.9750	<b>4,303</b>
Volleyball	0.6	<b>2,648</b>	0.6938	<b>3,062</b>	0.7875	<b>3,475</b>	0.8813	<b>3,889</b>	0.9750	<b>4,303</b>
Cheerleaders	0.6	<b>2,648</b>	0.6938	<b>3,062</b>	0.7875	<b>3,475</b>	0.8813	<b>3,889</b>	0.9750	<b>4,303</b>
JROTC Rifle Team	0.6	<b>2,648</b>	0.6938	<b>3,062</b>	0.7875	<b>3,475</b>	0.8813	<b>3,889</b>	0.9750	<b>4,303</b>
School Technology Coordinator	0.6	<b>2,648</b>	0.6938	<b>3,062</b>	0.7875	<b>3,475</b>	0.8813	<b>3,889</b>	0.9750	<b>4,303</b>
Drill Corps	0.5	<b>2,206</b>	0.5782	<b>2,551</b>	0.6563	<b>2,896</b>	0.7344	<b>3,241</b>	0.8125	<b>3,586</b>
Cross Country (1,2)	0.5	<b>2,206</b>	0.5782	<b>2,551</b>	0.6563	<b>2,896</b>	0.7344	<b>3,241</b>	0.8125	<b>3,586</b>
Field Hockey (1,2)	0.5	<b>2,206</b>	0.5782	<b>2,551</b>	0.6563	<b>2,896</b>	0.7344	<b>3,241</b>	0.8125	<b>3,586</b>
Soccer (1,2)	0.5	<b>2,206</b>	0.5782	<b>2,551</b>	0.6563	<b>2,896</b>	0.7344	<b>3,241</b>	0.8125	<b>3,586</b>
Tennis (1,2)	0.5	<b>2,206</b>	0.5782	<b>2,551</b>	0.6563	<b>2,896</b>	0.7344	<b>3,241</b>	0.8125	<b>3,586</b>
JV Volleyball	0.4	<b>1,765</b>	0.4625	<b>2,041</b>	0.5250	<b>2,317</b>	0.5875	<b>2,593</b>	0.6500	<b>2,868</b>
Golf (1,2)	0.4	<b>1,765</b>	0.4625	<b>2,041</b>	0.5250	<b>2,317</b>	0.5875	<b>2,593</b>	0.6500	<b>2,868</b>
Swimming (1,2)	0.4	<b>1,765</b>	0.4625	<b>2,041</b>	0.5250	<b>2,317</b>	0.5875	<b>2,593</b>	0.6500	<b>2,868</b>
Chess Sponsor	0.4	<b>1,765</b>	0.4625	<b>2,041</b>	0.5250	<b>2,317</b>	0.5875	<b>2,593</b>	0.6500	<b>2,868</b>
ROTC Drill Team	0.4	<b>1,765</b>	0.4625	<b>2,041</b>	0.5250	<b>2,317</b>	0.5875	<b>2,593</b>	0.6500	<b>2,868</b>

Asst. Wrestling (2)	0.4	<b>1,765</b>	0.4625	<b>2,041</b>	0.5250	<b>2,317</b>	0.5875	<b>2,593</b>	0.6500	<b>2,868</b>
Asst. Field Hockey (2)	0.4	<b>1,765</b>	0.4625	<b>2,041</b>	0.5250	<b>2,317</b>	0.5875	<b>2,593</b>	0.6500	<b>2,868</b>
Assistant Track (1,2)	0.3	<b>1,324</b>	0.3469	<b>1,531</b>	0.3938	<b>1,738</b>	0.4406	<b>1,945</b>	0.4875	<b>2,151</b>
Assistant Soccer (1,2)	0.3	<b>1,324</b>	0.3469	<b>1,531</b>	0.3938	<b>1,738</b>	0.4406	<b>1,945</b>	0.4875	<b>2,151</b>
Freshman Basketball (1,2)	0.3	<b>1,324</b>	0.3469	<b>1,531</b>	0.3938	<b>1,738</b>	0.4406	<b>1,945</b>	0.4875	<b>2,151</b>
Freshman Football (1,2)	0.3	<b>1,324</b>	0.3469	<b>1,531</b>	0.3938	<b>1,738</b>	0.4406	<b>1,945</b>	0.4875	<b>2,151</b>
Bowling	0.1	<b>441</b>	0.1156	<b>510</b>	0.1313	<b>579</b>	0.1469	<b>648</b>	0.1625	<b>717</b>

**2. Other activities High Schools & YPAS**

	Step 0		Step 1		Step 2		Step 3		Step 4	
Band Director (4)	0.9	<b>3,972</b>	1.0407	<b>4,592</b>	1.1813	<b>5,213</b>	1.3219	<b>5,834</b>	1.4625	<b>6,454</b>
Academic Activities Coordinator	0.6	<b>2,648</b>	0.6938	<b>3,062</b>	0.7875	<b>3,475</b>	0.8813	<b>3,889</b>	0.9750	<b>4,303</b>
Asst. Band Director (3)	0.4	<b>1,765</b>	0.4625	<b>2,041</b>	0.5250	<b>2,317</b>	0.5875	<b>2,593</b>	0.6500	<b>2,868</b>
Choral Director*	0.4	<b>1,765</b>	0.4625	<b>2,041</b>	0.5250	<b>2,317</b>	0.5875	<b>2,593</b>	0.6500	<b>2,868</b>
Newspaper Sponsor	0.4	<b>1,765</b>	0.4625	<b>2,041</b>	0.5250	<b>2,317</b>	0.5875	<b>2,593</b>	0.6500	<b>2,868</b>
Yearbook Sponsor	0.4	<b>1,765</b>	0.4625	<b>2,041</b>	0.5250	<b>2,317</b>	0.5875	<b>2,593</b>	0.6500	<b>2,868</b>
Drama*	0.4	<b>1,765</b>	0.4625	<b>2,041</b>	0.5250	<b>2,317</b>	0.5875	<b>2,593</b>	0.6500	<b>2,868</b>
Speech and Debate	0.4	<b>1,765</b>	0.4625	<b>2,041</b>	0.5250	<b>2,317</b>	0.5875	<b>2,593</b>	0.6500	<b>2,868</b>
Instrumental Band Dir.*	0.4	<b>1,765</b>	0.4625	<b>2,041</b>	0.5250	<b>2,317</b>	0.5875	<b>2,593</b>	0.6500	<b>2,868</b>
Instrumental Strings Dir.*	0.4	<b>1,765</b>	0.4625	<b>2,041</b>	0.5250	<b>2,317</b>	0.5875	<b>2,593</b>	0.6500	<b>2,868</b>
Orchestra (Concert) Dir.	0.4	<b>1,765</b>	0.4625	<b>2,041</b>	0.5250	<b>2,317</b>	0.5875	<b>2,593</b>	0.6500	<b>2,868</b>
Quick Recall Sponsor	0.4	<b>1,765</b>	0.4625	<b>2,041</b>	0.5250	<b>2,317</b>	0.5875	<b>2,593</b>	0.6500	<b>2,868</b>
Science Fair Sponsor	0.073	<b>322</b>	0.0844	<b>372</b>	0.0958	<b>423</b>	0.1072	<b>473</b>	0.1186	<b>523</b>
Science Olympiad Sponsor	0.073	<b>322</b>	0.0844	<b>372</b>	0.0958	<b>423</b>	0.1072	<b>473</b>	0.1186	<b>523</b>
JV Quick Recall Sponsor**		<b>605</b>								
Future Problem Solving Sponsor**		<b>412</b>								

**3. MIDDLE**      Step 0                      Step 1                      Step 2                      Step 3                      Step 4

**SCHOOL  
ATHLETICS**

School Technology Coordinator	0.5	<b>2,206</b>	0.5782	<b>2,551</b>	0.6563	<b>2,896</b>	0.7344	<b>3,241</b>	0.8125	<b>3,586</b>
Activity/Athletic Director	0.4	<b>1,765</b>	0.4625	<b>2,041</b>	0.5250	<b>2,317</b>	0.5875	<b>2,593</b>	0.6500	<b>2,868</b>
Activities Sponsor	0.1	<b>441</b>	0.1156	<b>510</b>	0.1313	<b>579</b>	0.1469	<b>648</b>	0.1625	<b>717</b>
Basketball (1)	0.3	<b>1,324</b>	0.3469	<b>1,531</b>	0.3938	<b>1,738</b>	0.4406	<b>1,945</b>	0.4875	<b>2,151</b>
Academic Activities Coordinator	0.3	<b>1,324</b>	0.3469	<b>1,531</b>	0.3938	<b>1,738</b>	0.4406	<b>1,945</b>	0.4875	<b>2,151</b>
Football	0.3	<b>1,324</b>	0.3469	<b>1,531</b>	0.3938	<b>1,738</b>	0.4406	<b>1,945</b>	0.4875	<b>2,151</b>
Asst. Football	0.1	<b>441</b>	0.1156	<b>510</b>	0.1313	<b>579</b>	0.1469	<b>648</b>	0.1625	<b>717</b>
6th Grade Basketball	0.1	<b>441</b>	0.1156	<b>510</b>	0.1313	<b>579</b>	0.1469	<b>648</b>	0.1625	<b>717</b>
Baseball Softball	0.1	<b>441</b>	0.1156	<b>510</b>	0.1313	<b>579</b>	0.1469	<b>648</b>	0.1625	<b>717</b>
Volleyball	0.1	<b>441</b>	0.1156	<b>510</b>	0.1313	<b>579</b>	0.1469	<b>648</b>	0.1625	<b>717</b>
Soccer	0.1	<b>441</b>	0.1156	<b>510</b>	0.1313	<b>579</b>	0.1469	<b>648</b>	0.1625	<b>717</b>
Flag Football	0.1	<b>441</b>	0.1156	<b>510</b>	0.1313	<b>579</b>	0.1469	<b>648</b>	0.1625	<b>717</b>
Cross Country	0.1	<b>441</b>	0.1156	<b>510</b>	0.1313	<b>579</b>	0.1469	<b>648</b>	0.1625	<b>717</b>
Track	0.1	<b>441</b>	0.1156	<b>510</b>	0.1313	<b>579</b>	0.1469	<b>648</b>	0.1625	<b>717</b>
Field Hockey	0.1	<b>441</b>	0.1156	<b>510</b>	0.1313	<b>579</b>	0.1469	<b>648</b>	0.1625	<b>717</b>
Cheerleaders	0.2	<b>883</b>	0.2313	<b>1,021</b>	0.2625	<b>1,158</b>	0.2938	<b>1,296</b>	0.3250	<b>1,434</b>
Drill Corps	0.1	<b>441</b>	0.1156	<b>510</b>	0.1313	<b>579</b>	0.1469	<b>648</b>	0.1625	<b>717</b>
Quick Recall Coach	0.1	<b>441</b>	0.1156	<b>510</b>	0.1313	<b>579</b>	0.1469	<b>648</b>	0.1625	<b>717</b>
Future Problem Solving Coach	0.1	<b>441</b>	0.1156	<b>510</b>	0.1313	<b>579</b>	0.1469	<b>648</b>	0.1625	<b>717</b>

**4. ELEMENTARY  
SCHOOL  
ATHLETICS**

	Step 0		Step 1		Step 2		Step 3		Step 4	
School Technology Coordinator	0.4	<b>1,765</b>	0.4625	<b>2,041</b>	0.5250	<b>2,317</b>	0.5875	<b>2,593</b>	0.6500	<b>2,868</b>
Quick Recall	0.1	<b>441</b>	0.1156	<b>510</b>	0.1313	<b>579</b>	0.1469	<b>648</b>	0.1625	<b>717</b>
<b>SCHOOL FUNDED SPORT/SUPPOR</b>		<b>0</b>		<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>

<b>T (5)</b>									
Assistant Athletic Director		<b>1,700</b>		<b>2,000</b>		<b>2,300</b>		<b>2,600</b>	<b>3,000</b>
School Funded Sport/Support		<b>200</b>		<b>500</b>		<b>800</b>		<b>1,100</b>	<b>1,400</b>

(1) The total increment paid to a person who coaches both teams is calculated at 1.5 times the listed Increment
(2) Increment is for teams which meet approved participation levels
(3) increment is for 100 or more members of marching band
(4) Band Director: Out of County Band Camp \$80.00 per day, maximum 7 days
**Paid by the Academic Competition Department and not subject to step increases
*Positions are not subject to shared duty including those of head coaches
(5) Schools are required to pay the listed Board approved scale. Step progression <b>is not</b> mandatory for these two positions.

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5. Department Head (Middle and Senior High Schools) 2 or more teachers in department - \$100 per teacher

6. Extra Service Pay Schedule increments are paid only for services actually rendered.

7. These increments are based upon meeting approved criteria for the activities. A coach will not be paid less than the full increment when the approved criteria is met.

8. Elementary Team Leaders (\$100 per teacher on team or grade group)

9. The following activities will be paid at the tutoring rate of \$15.00 per hour:

1. Aiding students in the completion of homework assignments given in class and completing students' notes;
2. Supervising study time;
3. Providing classroom and resources for project completion (i.e., supervision of science lab);
4. Making up classroom activities missed because of absentees;
5. Computer Curriculum Corporation (CCC);
6. Study skills program;
7. Tutoring centers;
8. Supervising National Honor Student volunteers in peer tutoring;

- 1
- 2 9. Supervising students in computer lab;
- 3
- 4 10. One on one; and
- 5
- 6 11. Supervising students completing long term projects.
- 7

8 Section F

9

10 The purpose of this section is to define an agreement between the Employer and  
11 the Association pertaining to the total amount of General Fund revenue  
12 projections for local property taxes and occupational taxes plus the State SEEK  
13 program as adopted in the General Fund Final Working Budget for 2013-14. The  
14 State Annual Financial Form Report will be utilized in comparing the budgetary  
15 forecasts vs. actual receipts for 2013-14.

16

17 For FY 2013-14, any amount which exceeds the total of the above revenue  
18 projections by more than 1 1/2% will be distributed on a 50-50 basis subject to  
19 agreement by both parties. The Employer and the Association will negotiate the  
20 distribution of the 50% to the bargaining unit. Any funds resulting from one-time  
21 revenue may only be used for one-time expenses.

22

23

24 ARTICLE 28 - MISCELLANEOUS

25

26 Section A The Employer's procedure for placement of student teachers shall  
27 contain a provision which provides teacher employees with an opportunity to  
28 request that student teachers be placed with them. The Association will be  
29 involved with the development of this provision in the procedure.

30

31 Section B The Employer's procedure for selection of employees to curriculum  
32 writing and textbook selection committees shall contain a provision which  
33 provides employees with an opportunity to request an assignment to such  
34 committees. The Association will be involved in the development of this  
35 provision in the procedure.

36

37 Section C The Parties recognize that employee training institutions accredited  
38 by such organizations as the The Council for the Accreditation of Educator  
39 Preparation (CAEP), the AdvancED/Southern Association of Colleges and  
40 Schools (SACS), and other regional accrediting associations promote adherence  
41 to worthy standards. The Employer will make an effort to employ new teachers  
42 who are graduates of these accredited institutions.

43

44 Section D The Employer will provide a mentoring program for new teachers  
45 on emergency certificates or enrolled in District alternative certification programs.  
46 Services will be provided by mentors who have participated in professional

1 development related to effective mentoring strategies/practices as well as current  
2 programs implemented in schools.

3  
4 Section E Mileage Reimbursement

5  
6 Teachers who travel will receive mileage reimbursement consistent with the  
7 Employer approved travel reimbursement guidelines. The employer will provide  
8 adequate time to travel between schools.  
9

10  
11 ARTICLE 29 – GRIEVANCE PROCEDURE

12  
13 Section A Definitions

- 14  
15 1. Grievance means an allegation or complaint that there has been a  
16 violation, misinterpretation or improper application of one or more  
17 specific provisions of this Agreement or any complaint alleging  
18 improper, arbitrary, or discriminatory conduct.  
19  
20 2. Grievant means the person(s) or Association making the allegation or  
21 complaint.  
22  
23 3. Party-in-interest means the person(s) or Association making the  
24 allegation or complaint or any party who might be required to take  
25 action or against whom action might be taken in order to resolve the  
26 grievance.  
27  
28 4. Immediate Supervisor means –  
29  
30 a) The principal or school head;  
31  
32 b) The principal or school head with whom the grievance has been  
33 filed when the employee is assigned to more than one location; or  
34  
35 c) The administrator by whom the employee is evaluated when the  
36 employee is not assigned to an individual school location.  
37

38 Section B Purpose

- 39  
40 1. The purpose of this Grievance Procedure is to secure, at the lowest  
41 possible administrative level, equitable solutions to the problems  
42 which may arise affecting the welfare or working conditions of  
43 employees. The Parties agree that these proceedings will be kept as  
44 informal as may be appropriate at any level of the procedure.  
45  
46 2. Nothing contained herein will be construed as limiting the right of any

1 employee having a grievance to discuss the matter informally with  
2 any appropriate member of the administration, and to have the  
3 grievance adjusted without intervention by the Association, provided  
4 that the adjustment is not inconsistent with the terms of this  
5 Agreement and that the Association after Level I A has been given an  
6 opportunity to be present at such adjustment and to state its views.

7  
8 Section C Representation

9  
10 A grievant may be represented by the Association at all stages of the Grievance  
11 Procedure after Level I A.

12  
13 Section D Procedure

14  
15 Since it is important that grievances be processed as rapidly as possible, the  
16 timetable specified at each level should be considered as a maximum and every  
17 effort should be made to expedite the process. The time limits specified may,  
18 however, be extended by mutual agreement.

19  
20 In the event a grievance is filed at such a time that it cannot be processed  
21 through all the steps in this Grievance Procedure by the end of the school year,  
22 the time limits set forth herein will be reduced so that the procedure may be  
23 exhausted prior to the end of the school year or as soon thereafter as is  
24 practicable.

25  
26 Level I A An employee with a grievance shall first inform the immediate  
27 supervisor or the appropriate administrator within fifteen (15) days of  
28 awareness of the incident or condition which is the basis of the grievance  
29 with the objective of resolving it informally.

30  
31 Level I B If the grievant is not satisfied with the disposition of the  
32 grievance a meeting with the school head shall be held with the objective  
33 of resolving the grievance informally.

34  
35 Level I C If the grievance is not resolved informally the grievant may file  
36 the grievance in writing with the immediate supervisor or appropriate  
37 administrator. The immediate supervisor or appropriate administrator  
38 shall respond in writing within three (3) days.

39  
40 Level II If the grievant is not satisfied with the disposition of the grievance  
41 at Level I C, or if no decision has been rendered within three (3) days after  
42 receipt of the grievance, the grievant may within ten (10) days submit the  
43 written grievance to the Superintendent/designee with copies to the  
44 administrator, and the Association.

45  
46 The Superintendent/designee shall have a hearing within five (5) days

1 after receipt of the written appeal. The Superintendent/designee shall  
2 have a written decision within seven (7) days.

3  
4 Level III If the grievant is not satisfied with the disposition of the grievance  
5 at Level II, or if no written decision has been rendered within twelve (12)  
6 days after the grievance has been submitted at Level II the Association  
7 may submit the grievance to arbitration. The Association shall notify the  
8 Superintendent/designee by email within twenty-five (25) days. If a  
9 question as to the arbitrability of an issue is raised by either party, such  
10 question shall be determined in the first instance by the arbitrator.

11  
12 The parties have jointly established a six (6) member panel of arbitrators that will  
13 be utilized on a rotating basis for arbitration cases. The Parties will meet every  
14 three (3) months, if needed, to review the panel and the Employer and the  
15 Association may mutually agree to strike a panel member. Annually, the  
16 parties will meet to review the panel and the Employer and the Association  
17 may each choose to strike one panel member, who will then be replaced by  
18 mutual agreement to maintain a six (6) member panel.

19  
20 The Employer and the Association will identify and confirm the arbitrator who  
21 will hear the case from the rotation list. The Association will contact the  
22 arbitrator selected, with a copy of the email sent to Employee Relations to  
23 request available dates. Once the dates are received, the Association will  
24 confirm their availability as will the Employer. The date will be confirmed between  
25 the parties.

26  
27 The Employer and the Association agree to select hearing dates from those  
28 presented by the arbitrator and not cancel hearings once scheduled, except in  
29 extraordinary circumstances, such as the unavailability of witnesses or  
30 emergencies. Should a scheduled arbitration be resolved or withdrawn, the  
31 Parties may, by mutual agreement, move forward an arbitration pending with  
32 the same arbitrator.

33  
34 The Parties agree to schedule arbitrations during the summer months  
35 with high school arbitrations receiving priority for the month of June.

36  
37 The arbitrator shall have authority to hold hearings and make procedural rules  
38 consistent with this Agreement. Such hearings shall be held as promptly as  
39 practicable after the request for arbitration and the arbitrator shall issue the  
40 decision within a reasonable time but no later than sixty (60) days after the date  
41 of the close of the final hearing. If the Parties mutually agree, hearings may be  
42 waived and the arbitrator's decision made on the basis of final statements and  
43 evidence submitted to the arbitrator. The Employer and the Association agree to  
44 select hearing dates from those presented by the arbitrator and not cancel  
45 hearings once scheduled, except in extraordinary circumstances, such as the  
46 unavailability of witnesses or emergencies.

47  
48 The arbitrator shall be without power or authority to alter, amend or modify any of

1 the terms of this Agreement or to make any decision which requires the  
2 commission of an act prohibited by law or which is violative of the terms of this  
3 Agreement. The decision of the arbitrator will be submitted in writing and shall  
4 set forth findings of fact and conclusions to the Parties and will be final and  
5 binding on the Parties, unless rejected by a four-fifths (4/5) vote of the Employer  
6 voting at a public meeting to be held within fifteen (15) days. Prior to the Board  
7 voting the Association shall have the right to have a representative appear and  
8 present the Association's position. The costs for the services of the arbitrator,  
9 including per diem expenses if any, travel and subsistence expenses and the  
10 cost of any hearing room will be borne equally by the Parties. All other costs will  
11 be borne by the party incurring them.

12  
13 Section E Grievances Filed at Level Above Immediate Supervisor

14  
15 If grievances arise from action or inaction on the part of an administrator at a  
16 level above the immediate supervisor the grievant may file such grievance in  
17 writing at Level II after first attempting to resolve it informally. If the grievance is  
18 not resolved it shall be processed through the applicable steps of Section D. The  
19 Association may process such a grievance through all levels of the procedure.

20  
21 Section F Grievance Meetings and Hearings

22  
23 All meetings and hearings provided for by this Grievance Procedure shall be held  
24 in private and shall include only such parties in interest, their representative(s),  
25 and witnesses as necessary.

26  
27 Section G Grievance Records

28  
29 All official records of processing a grievance shall be filed separately from the  
30 personnel file of the grievant.

31  
32 Section H Grievance Forms

33  
34 Grievance forms and other necessary documents will be prepared jointly by the  
35 Superintendent/designee and the Association. The Association shall have the  
36 responsibility for appropriate distribution of the forms for filing grievances. The  
37 costs of grievance forms will be borne by the Employer.

38  
39 Section I Miscellaneous

- 40  
41 1. The Employer and the Association shall make available upon written  
42 specific request to the other such information as is necessary to  
43 effectively process grievances.  
44  
45 2. Neither the Employer nor the Association shall assert or submit any  
46 ground or evidence before a grievance arbitrator which has not been

1 previously disclosed to the other party.

- 2
- 3 3. The Association and the aggrieved party will be required to exhaust  
4 this Grievance Procedure including arbitration before seeking  
5 alternative remedies, provided that by doing so they will not be  
6 deemed to have waived or otherwise prejudiced any constitutional,  
7 statutory, or other legal rights that they may have.  
8
- 9 4. If in the judgment of the Association a grievance affects a group or  
10 class of employees, the Association may initiate and submit such a  
11 grievance in writing. When such a grievance arises outside of a  
12 building the Association will attempt to resolve it informally before  
13 processing it through the applicable steps of Section D, starting at  
14 Level II. The Association may process such a grievance through all  
15 levels of the procedure.  
16
- 17 5. When it is necessary for the aggrieved party, a Grievance  
18 Representative and/or other representative designated by the  
19 Association to participate in a mutually scheduled grievance meeting or  
20 hearing during the school day, the party will, upon notice to the  
21 principal or appropriate administrator by the Association be released  
22 without loss of pay as necessary in order to permit participation in the  
23 meeting. Any employee whose appearance is necessary in such  
24 meetings or hearings as a witness will be accorded the same right.  
25
- 26 6. Decisions rendered at Levels I C and II of the Grievance Procedure will  
27 be in writing, setting forth the decision and the reason therefore and  
28 will be transmitted promptly to all parties-in-interest and to the  
29 Association. Decisions rendered at Level III will be in accordance with  
30 the procedure set forth in Section D, Level III.  
31
- 32 7. The parties agree that Evaluation Form E-2 when “disciplinary: \_\_\_\_\_  
33 yes” box is not checked, the E-2 will not be placed in the teacher’s  
34 personnel file and shall not be grievable, except to the extent that it is  
35 incorporated or referenced in subsequent disciplinary action or  
36 summative evaluation that is grievable under the just cause provisions  
37 of Article 9.  
38  
39

40 ARTICLE 30 – CERTIFIED PRE-SCHOOL TEACHERS/  
41 EARLY CHILDHOOD MENTORING/RESOURCE TEACHERS  
42

43 Section A The provisions included in this article will take precedence over any  
44 other provisions found in the Agreement addressing the same or similar issues.  
45

46 Section B  
47

- 1 1. The normal duty hours of certified pre-school teachers, early childhood  
2 mentoring resource teachers, and resource teachers shall not exceed  
3 seven and one-half (7 ½) hours in length including a 20-minute duty-  
4 free lunch period.
- 5  
6 2. Certified pre-school teachers shall normally be provided two hundred  
7 fifty (250) minutes of preparation time per week for the school year.
- 8  
9 3. Class size maximum shall comply with state law and regulations.
- 10  
11 4. In addition to a certified pre-school teacher, each classroom will be  
12 staffed with at least one (1) instructional assistant. Substitutes for  
13 instructional assistants will be provided when available to ensure  
14 appropriate staffing within the classroom.
- 15  
16 5. If a certified pre-school teacher, early childhood mentoring teacher, or  
17 a resource teacher is required to work beyond the normal duty hours,  
18 compensation will be determined according to Article 27,  
19 Compensation Schedules.
- 20  
21 6. Certified pre-school teachers will be observed and evaluated by the  
22 immediate supervisor or building administrator.
- 23  
24 7. All pre-school teachers, early childhood mentoring teachers and  
25 resource teachers will be provided access to a computer, internet, and  
26 other appropriate technology when and where available.
- 27  
28 8. Certified pre-school teachers, early childhood mentoring resource  
29 teachers, and resource teachers will be provided the opportunity to  
30 participate in professional development. Reimbursement for expenses  
31 will be subject to the Board approved Jefferson County Public Schools  
32 Travel Guidelines.
- 33  
34 9. Early childhood mentoring resource teachers and resource teachers,  
35 that hold the appropriate certification, requesting assignment to a  
36 certified pre-school teaching position will have transfer rights as  
37 defined in Article 16, Transfer.
- 38  
39 10. Vacant certified pre-school teaching vacancies will be staffed using an  
40 interview process that will include a team of two (2) teachers from pre-  
41 school, appointed by the Association President, and one (1)  
42 administrator, as well as parents (where applicable). Preferential  
43 consideration will be given to classified and certified pre-school  
44 employees that obtain the appropriate teaching certification. Certified  
45 pre-school teachers employed in Head Start must have the approval of  
46 the Head Start Policy Council.
- 47

- 1 11. Certified pre-school teachers will perform home visits. Home visits will  
2 normally be incorporated into the regular work day. Required home  
3 visits that take place outside the work day will be compensated at the  
4 hourly rate of pay. Work day schedules may be adjusted to allow for  
5 home visits. On request, for home visits where there are  
6 safety/security concerns, the Employer will, when possible, assign a  
7 second individual to accompany the certified pre-school teacher.  
8
- 9 12. Attendance at faculty meetings, as defined in Article 11, Teaching  
10 Load and Duty Hours, will be mandatory, unless student supervision  
11 requirements prohibit.  
12
- 13 13. Only certified pre-school teachers assigned to classrooms that have  
14 students assigned on the first K-12 student attendance day will be  
15 eligible for the one (1) day of extended employment available to the K-  
16 12 teachers during the first five (5) week days preceding the opening  
17 day of the school calendar, as described in Article 22, School  
18 Calendar.  
19
- 20 14. Only Tuition certified pre-school teachers, having five (5) student days  
21 per week, and Head Start certified teachers will be eligible for the two  
22 (2) extended employment days allocated for parent/teacher  
23 conferences, as described in Article 22, School Calendar.  
24
- 25 15. Tuition based early childhood programs will be provided a “box” for  
26 each classroom where parents can deposit the required tuition. The  
27 school will be responsible for taking the money from the box,  
28 accounting for the contents and forwarding the tuition to the  
29 appropriate central office location. The teacher will not be required to  
30 “follow-up” with parents concerning tuition payments.  
31
- 32 16. Changing pads, gloves and wipes will be provided in the classrooms  
33 for the purposes of changing students. An appropriate area will be  
34 provided where students can be attended to accordingly.  
35  
36

## 37 ARTICLE 31 – JOB SHARING

38

39 The following procedures for Job Sharing will be implemented for all job sharing  
40 agreements:

- 41
- 42 1. A job sharing proposal must be submitted in writing annually no later  
43 than May 1 of each year by those requesting assignments to do job  
44 sharing positions. Teachers returning from leave must complete all  
45 requirements no later than July 15.  
46

- 1        2.     Job sharing proposals must include plans for a meeting to explain the  
2                    program to the parents of students involved before implementation of  
3                    the proposal.
- 4
- 5        3.     The principal must approve job sharing proposals.
- 6
- 7        4.     Job sharing assignments shall be filled only by full-time teachers who  
8                    are under active continuing contract with the school district who have  
9                    jointly agreed to work together and who have signed a contract  
10                   designed for that purpose.
- 11
- 12       5.     Each teacher in a job-sharing assignment must elect to teach one-half  
13                   of the allotted time for a full-time position (plus an overlap period in the  
14                   middle of the school day) where applicable.
- 15
- 16       6.     Both teachers in a job sharing position must sign the grade cards and  
17                   make appropriate reports and records.
- 18
- 19       7.     Employees participating in the program must adhere to all rules and  
20                   regulations which govern the conditions of employment of full-time  
21                   school employees and will perform all duties required of any teacher,  
22                   under a full contract, i.e., conferences, extra duty assignments, staff  
23                   meeting, Inservice, etc.
- 24
- 25       8.     Since the time worked is less than a four (4) hour day, teachers who  
26                   elect to be assigned to job sharing positions do not receive benefits  
27                   reserved for full-time employees except as stipulated in the JCBE-  
28                   JCTA Agreement provisions relative to part-time employees.
- 29
- 30       9.     Compensation will be computed as one-half of the annual salary that  
31                   the individual teacher would have made as a full-time teacher based  
32                   on the individual teacher's rank and step on the teachers' salary  
33                   schedule.
- 34
- 35       10.   Step increases based on experience will be credited in accordance  
36                   with state statute governing part-time employment, KRS 157.320(10).
- 37
- 38
- 39       11.   Job sharing teachers will be credited with one-half (.5) sick leave days  
40                   per month and will be deducted on the basis of .5 days for each  
41                   absence.
- 42
- 43       12.   KTRS deductions are reserved for full-time certified employees and,  
44                   therefore, will not be deducted from salaries of job sharing participants.  
45                   Teachers may make arrangement with KTRS to purchase fractional  
46                   years of service in accordance with retirement system regulations.

- 1
- 2 13. Certification renewal is the responsibility of the teacher and information
- 3 from the state certification agency will be provided to each teacher
- 4 participating in the program.
- 5
- 6 14. Any teacher participating in the shared-time program who desires to
- 7 return to full time employment must submit such a request in writing to
- 8 Personnel Services in writing.
- 9
- 10 15. When returning to full-time employment, a part-time/shared-time
- 11 teacher will be placed on the transfer list in order of his/her seniority
- 12 date and a school assignment will be made in accordance with the
- 13 transfer provisions of the Agreement.
- 14
- 15 16. For purposes of these procedures, participation in the job sharing
- 16 program shall not be considered a break in service when determining
- 17 the seniority date of the job sharing program participant.
- 18
- 19 17. The seniority date of the most senior teacher in a job sharing position
- 20 will be considered the seniority date of the team. A principal will use
- 21 this date, applicable only if a job sharing position is renewed, when
- 22 making overstaff decisions.
- 23
- 24 18. When a job sharing position is dissolved or not renewed, the teacher
- 25 who initially occupied the position has the first right to that full-time
- 26 position. If neither teacher held the initial position, the most senior
- 27 member of the job sharing team has first rights to the position.
- 28
- 29 19. Job sharing teachers are subject to suspension of contract during staff
- 30 reductions and have recall rights to positions for which they are or
- 31 become qualified.
- 32
- 33 20. The job performance of each participant will be evaluated annually by
- 34 the principal.
- 35
- 36 21. The participants, the principal and appropriate instructional staff, will
- 37 evaluate the effectiveness of the program annually in writing.
- 38
- 39

#### 40 ARTICLE 32 – SPEECH AND LANGUAGE PATHOLOGISTS

41

42 A joint Committee consisting of five (5) Speech and Language Pathologists

43 appointed by the Association, two (2) Speech and Language Pathologists

44 appointed by the Employer, and three (3) administrators appointed by the

45 Superintendent will determine the school pairings for Speech and Language

46 Pathologists. The Committee will meet in March to determine the pairings for the

1 coming school year based on the needs of the individual schools and the  
2 caseloads of Speech and Language Pathologists.

3  
4 Speech and Language Pathologists will be provided with travel time between  
5 schools not including their lunch.

6  
7  
8 ARTICLE 33 – PRIORITY SCHOOLS  
9

10 Any school identified as a Priority School under KRS 160.346 by the Kentucky  
11 Department of Education will be exempt from any requirements in this  
12 Agreement that mandate placement of voluntary or overstaffed employees until  
13 such time as the school is no longer identified as low achieving. Any such school  
14 shall participate in the transfer process but will not be required to select any staff  
15 from the transfer list.

16  
17 Priority Schools may receive their transfer list one week earlier than other  
18 schools.

19  
20 In an effort to recruit, retain, and develop highly effective teachers in Priority  
21 Schools, the Employer and the Association agree to work in cooperation to  
22 provide incentives that could possibly include but are not limited to, National  
23 Board Certification, Graduate degree completion, continuing education tuition  
24 reimbursement, and/or paid professional development opportunities that pertain  
25 to challenges within Priority Schools.

26  
27 The Parties agree that pursuant to state law, the provisions of this collective  
28 bargaining agreement shall not supersede the statutory requirements for Priority  
29 Schools.

30  
31  
32 ARTICLE 34 – NEGOTIATION OF A SUCCESSOR AGREEMENT  
33

34 The Parties agree that negotiation on a successor Agreement will begin no later  
35 than the Monday following the last teacher day of the school year in which the  
36 Agreement expires.

37  
38 The parties to this agreement jointly agree to the following terms and conditions  
39 as a process for settling any bargaining dispute between the respective  
40 governing bodies.

41  
42 The parties agree to negotiate at a mutually determined site. The parties agree  
43 that bargaining will take place from 9:00 a.m. until 4:00 p.m. daily, but that any  
44 session may be terminated at any time by either party.

45  
46 Should the negotiations between the parties fail to produce an agreement, the

1 parties mutually agree to enter into mediation. The parties mutually agree to  
2 begin mediation no later than the third week after bargaining begins. The parties  
3 further agree to use a mutually agreed upon mediator. The mediation sessions  
4 shall take place at the mutually agreed upon site. The length of the mediation  
5 sessions shall be determined by the parties.

6  
7 Should mediation fail to produce an agreement between the parties a fact finding  
8 hearing will be conducted. The fact finder shall be mutually agreed upon and the  
9 hearing shall be held no later than the fourth week after bargaining begins. The  
10 fact finder shall make a recommendation(s) on all unresolved bargaining issues,  
11 issue by issue, no later than seven (7) calendar days after the hearing. The  
12 parties shall have two calendar weeks to accept or reject the fact finder  
13 recommendation(s).

14  
15 Should mediation and fact finding fail to produce an agreement between the  
16 parties, the outstanding issues that are still unresolved, as identified in the  
17 advisory fact finding opinion, shall be submitted to issue by issue last best offer  
18 binding arbitration. Both parties shall submit their issue by issue last best offer to  
19 each other and to the arbitrator in a sealed envelope at the beginning of the  
20 arbitration hearing. The arbitration hearing shall be conducted no later than one  
21 week after rejection of the fact finders recommendation at a mutually agreed to  
22 site. The arbitrator shall be without power or authority to alter, amend, or modify  
23 the final issue by issue offers of the respective parties. The arbitrator shall  
24 render a binding decision on each issue submitted. No decision will be binding  
25 on either party, issue by issue, that is not the "last best offer" of one of the parties  
26 as submitted to the arbitrator prior to the arbitration hearing. The parties will  
27 mutually agree on an arbitrator or use the FMCS process for arbitration selection.

28  
29 The decision of the arbitrator shall be submitted in writing to the parties within  
30 five (5) calendar days of the hearing and will be final and binding on the parties  
31 unless rejected by a four-fifths (4/5) vote of either constituency within fifteen (15)  
32 calendar days of the issuing of the arbitrator's award. The parties' bargaining  
33 teams agree to recommend the arbitrator's decision to the respective  
34 constituencies.

35  
36 Timelines contained herein may be amended by mutual agreement of the parties.

37  
38 The cost of the process shall be borne equally by the parties.

39  
40 This agreement is in full force and effect for the next negotiations between  
41 parties. Any and all future negotiation impasses shall be controlled by the terms  
42 of the existing agreement between the parties.

#### 43 44 45 ARTICLE 35 – PRINTING THE AGREEMENT

46  
47 The Agreement shall be published on the Employer's website.

1  
2 The Employer shall print and furnish 2500 copies of the Agreement to the  
3 Association.

4  
5 Upon request by the Association, the Employer will provide additional copies of  
6 the Agreement. All costs associated with printing of additional copies will be  
7 reimbursed by the Association.

8  
9  
10 ARTICLE 36 – SAVINGS CLAUSE

11  
12 Should any Article, Section or Clause of this Agreement be declared illegal or  
13 contrary to federal or state regulations by a court of competent jurisdiction, it shall  
14 be automatically deleted from this Agreement to the extent that it violates the law  
15 or regulation. The remaining Articles, Sections and Clauses shall remain in full  
16 force and effect for the duration of the Agreement, if not affected by the deleted  
17 Article, Section or Clause.

18  
19  
20 ARTICLE 37 – DURATION

21  
22 Section A This Agreement shall remain in full force and effect July 1, 2013  
23 through June 30, 2018 with the exception of Article 27, Compensation  
24 Schedules, which will be re-opened for negotiations for the 2014-15 school year  
25 and each subsequent year unless bargained otherwise.

26  
27 Section B The Employer agrees to take such action as is necessary to give  
28 full force and effect to the provisions of this Agreement. The Employer shall  
29 make no change in past policy, rule or practice affecting employees' wages,  
30 hours or working conditions without mutual agreement between the Employer  
31 and the Association. This Agreement shall supersede any rules, regulations or  
32 practice of the Employer that shall be contrary to or inconsistent with its terms.

33  
34 Section C Either party desiring changes, additions or deletions in the  
35 Agreement shall notify the other party in writing and request a conference which  
36 must be held within thirty (30) days. Changes, deletions, or additions will be  
37 negotiated only upon mutual consent of both parties.

38  
39 Any changes to this Agreement will be incorporated into the language of this  
40 Agreement at the time of the change and published electronically.

41  
42 Section D This Agreement is made and entered into on this \_\_\_\_\_, 2013 by  
43 and between the Jefferson County Board of Education and the Jefferson County  
44 Teachers Association.

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Board of Education of Jefferson County, Kentucky

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Diane L. Porter  
Chairperson

---

Donna M. Hargens, Ed.D.  
Superintendent

---

Robert W. Tanner, Chief Negotiator  
Director, Labor Management  
& Employee Relations

---

Michael Raisor, Ph.D.  
Chief Operating Officer

Jefferson County Teachers Association

---

Brent McKim, President  
Chief Negotiator

---

DeeAnn Flaherty, Executive Director  
Negotiator

1 JEFFERSON COUNTY BOARD OF EDUCATION  
2 NEGOTIATION TEAM  
3

4 Rob Tanner, Chief Negotiator  
5 Director, Labor Management & Employee Relations  
6

7 Mike Raisor  
8 Chief Operating Officer  
9

10 Cordelia Hardin  
11 Chief Financial Officer  
12

13 Rosemary Miller,  
14 General Counsel  
15

16 Jim Jury, Principal  
17 Eastern High School  
18

19 Jan McDowell, Principal  
20 Noe Middle School  
21

22 Ronda Cosby, Principal  
23 Chancey Elementary School  
24  
25

1 JEFFERSON COUNTY TEACHERS ASSOCIATION  
2 NEGOTIATIONS TEAM

3  
4 Brent McKim, Chief Negotiator  
5 President

6  
7 DeeAnn Flaherty, Negotiator  
8 Executive Director

9  
10 Tammy Berlin, Teacher  
11 Atherton High School

12  
13 Royce Whitman, Teacher  
14 Crums Lane Elementary

15  
16 Beverly Chesterburton, Teacher  
17 Stuart Middle School

18  
19 Andrew Bailey, Teacher  
20 Fairdale High School

21  
22 Pam Jones, Teacher  
23 Western Annex/Early Childhood

24  
25 James Hughley  
26 Deputy Director

27  
28 Chanda Hornback  
29 Area Director for UniServ

30  
31 Sheila E. Partee  
32 Executive Assistant to the Executive Director

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34

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## **Joint Statement of Commitment for the Collaborative Development of a Jefferson County Educator Growth System**

With this Statement of Commitment, the Jefferson County Board of Education, the administration of Jefferson County Public Schools and the leadership of the Jefferson County Teachers' Association agree on the following:

In order to improve student learning, growth and development, we will design, field test, pilot, and recommend for approval a comprehensive and congruent Educator Growth System (EGS) that will support continuous professional growth and development, throughout an educator's career in JCPS, including induction, goal setting, evaluation and peer learning.

1. To improve the quality of hiring we will screen candidates using the Charlotte Danielson domains for high quality teaching.
2. To improve teacher efficacy and retention in the early years, we will improve the induction experience (including revamping KTIP so that it aligns with the Danielson domains of high quality teaching) and provide orientation to cultures, systems, processes, procedures, practices, routines and school-wide PLC norms.
3. To continue to improve teacher efficacy throughout an educator's career, we will recommend implementation of an Educator Growth System (EGS). The EGS will resolve teacher isolation, foster continuous professional growth, and ensure high quality instruction in every classroom. The EGS will recognize the complexity and importance of teaching in a high-performing school system, one in which there is an emphasis on continuous improvement and shared responsibility for student learning. Good teaching is nurtured and cultivated in a school and district culture that values continuous feedback, analysis, and refinement of the quality of teaching. The EGS integrates two important components: professional growth and a meaningful approach to teacher evaluation.
4. To ensure consistency and quality control, all aspects and components of the EGS will be aligned to a common language and set of expectations as established in the KDE Teacher Effectiveness Framework based on Charlotte Danielson. To further achieve consistency and quality control, we will explore systems of checks and balances, such as peer assistance and/or peer assistance and review.

The purpose of this agreement is to define the framework for the development and recommended implementation of this Educator Growth System. To this end, the parties agree to the following:

- A. The development and recommended implementation of the EGS will be done by a jointly appointed Core Design Committee, which shall be the Educator Quality Oversight Committee (EQOC).
- B. The EQOC is comprised of five representatives appointed by the JCTA president and five representatives appointed by the Superintendent.
- C. The EQOC will make decisions by organizational consensus within the group, not majority vote. Organizational consensus shall mean that JCPS and JCTA must agree that each organization, respectively, can accept/support a decision in order for the decision to be enacted.
- D. A full-time JCPS Project Manager will facilitate the collaborative work of the EQOC. The Project Manager shall be collaboratively selected from among the members of the EQOC and shall be mutually agreeable to both JCPS and JCTA.
- E. To facilitate collaborative decision-making and efficient use of time, the EQOC will be trained in interest-based decision-making processes.
- F. A facilitator for interest-based decision-making will be retained for at least six months to maintain these processes and culture.
- G. Mutually agreed upon entities, will, with agreement of both parties, provide coaching and facilitation to the EQOC.
- H. The EQOC will have the power to recommend changes in the collective bargaining agreement, in School Board Policy and District practices and procedures. The right to accept/reject these recommendations is reserved exclusively to each separate party. This agreement does not compromise the authority and roles of these parties.
- I. Recommendations to make certain changes may require state agency approval. The parties agree to jointly advocate for such changes that are mutually accepted.
- J. There will be joint communications for the purpose of educating teachers, administrators, school board members, and the community regarding the goals and progress of the EQOC's work on the EGS.

**The charges to the EQOC will be to:**

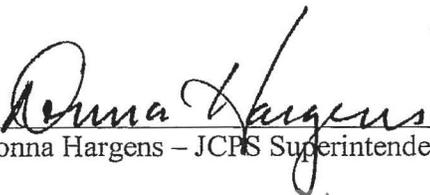
- 1. Develop a design, field test, pilot, and potential implementation timeline for the Educator Growth System, ensuring alignment to a common language and set of expectations as established in the KDE Teacher Effectiveness Framework based on Charlotte Danielson.

2. Oversee the development and/or the revision of component parts to support the whole in an Educator Growth System.
3. Develop recommendations, as needed, for changes in the collective bargaining agreement, in School Board Policy, and District practices and procedures. The right to accept/reject these recommendations is reserved exclusively to each separate party.
4. Communicate with all internal and external stakeholders regarding the goals and progress of the committee's work on the EGS.

**It is further agreed that any party, for any reason, can terminate this collaborative endeavor at any time, by giving written notice to the other parties with two-weeks notice.**

**Note: This agreement does not in any way alter the collectively bargained JCTA-JCBE labor agreement.**

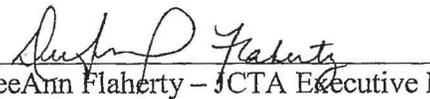
The undersigned parties hereby commit to collaboratively develop an Educator Growth System, as outlined above:

  
 Donna Hargens – JCPS Superintendent

1-28-13  
 Date

  
 Brent McKim – JCTA President

1 Feb 2013  
 Date

  
 DeeAnn Flaherty – JCTA Executive Director

2-4-13  
 Date

  
 Diane Porter – JCBE Chair

28 January 13  
 Date

V. Consent Calendar for January 28, 2013

- A. Approval of Personnel Actions
- B. Approval of Certified Leaves of Absence
- C. Approval of Organizational Charts
- D. Approval of Field Trip Requests
- E. Approval of Bid and Revised BG-1 Form for New Operations Building at Blankenbaker Bus Compound
- F. Approval of Project Completions and BG-4 Forms
  - 1. Stadium Electrical Upgrades at duPont Manual High School
  - 2. New Performing Arts Pavilion at Lincoln Elementary Performing Arts School
  - 3. Generator Replacement at VanHoose Education Center
  - 4. 2012 Paving Package 1 at Various Schools for Riverside Paving & Contracting, Inc.
  - 5. 2012 Paving Package 2 at Various Schools for Riverside Paving & Contracting, Inc.
- G. Approval of Construction Change Orders
- H. Approval of Bid Tabulations and Amendments
- I. Acceptance of Purchase Order Report
- J. Acceptance of Voucher Report
- K. Acceptance of Professional Services Contracts of \$5,000 or More
- L. Acceptance of Monthly Report of Professional Services Contracts
- M. Acceptance of Quarterly Report of Investment Performance
- N. Acceptance of Financial Report for Period Ended December 31, 2012
- O. Approval of Electrical Easement at Pleasure Ridge Park High School
- P. Approval of Water Easement at Pleasure Ridge Park High School
- Q. Approval of School Allocation Standards for Fiscal Year 2013-14
- R. Acceptance of Donations
- S. Acceptance of Funding from the Jefferson County Public Education Foundation
- T. Acceptance of Grants and Funding
  - 1. Acceptance of Grant from National Association of Elementary School Principals and the MetLife Foundation
  - 2. Acceptance of Teaching Art Together Grants from Kentucky Arts Council
  - 3. Acceptance of Fund for the Arts Grants
  - 4. Acceptance of Increase in Funding from Kentucky Department of Education for Career and Technical Education Program
- U. Approval of Change of Administrative Authority for Child and Adult Care Food Program
- V. Approval of Agreement with the University of Kentucky for Dietetic Internship Program
- W. Local District Certification of School Board Member Training Credit Hours
- X. Approval of Student Enrollment Projections for 2013-14
- Y. Approval of Kentucky Race to the Top Revised Local School District Scope of Work Agreement
- Z. Approval of General Fund Draft Budget for Fiscal Year 2013-14
- AA. Approval of Joint Statement of Commitment for the Collaborative Development of a Jefferson County Educator Growth System

**Order #2013-012 - Motion Passed:** A motion to approve the Consent Calendar as presented in Agenda Items V.A. through V.AA. passed with a motion by Mrs. Linda Duncan and a second by Mr. Chuck Haddaway.

Mr. Chris Brady	Yes	Mrs. Linda Duncan	Yes
Mrs. Carol Haddad	Yes	Mr. Chuck Haddaway	Yes
Mr. David A. Jones, Jr.	Yes	Ms. Diane Porter	Yes
Mrs. Debbie Wesslund	Yes		

Certified to be true copies of business duly adopted by the Board of Education of Jefferson County, Kentucky, on the 28th day of January 2013 and is on record in the Official Minute Books of said Board of Education.



Katherine M. Smith  
Assistant Secretary to the Board

## MEMORANDUM OF AGREEMENT

This Memorandum of Agreement is made and entered in to by and between the Board of Education of Jefferson County, Kentucky (“the school district”), and the Jefferson County Teachers Association (“the teachers association”), hereinafter, “the parties”.

The parties mutually and in good faith agree to the following:

1. This Memorandum of Agreement (“MOA”) constitutes a modification of the existing collective bargaining agreement between the parties (“the Agreement”) for those schools that fall within its scope (see ¶ 2 below) and it shall expire with the current Agreement, unless extended by mutual agreement of the parties.
2. The procedures set forth herein shall apply to a school that has been identified as a “persistently low-achieving school” (“PLA school”) during the 2011-2012 school year and is engaged in the “transformation option” within the meaning of KRS 160.346(9)(d). This MOA shall only apply to a PLA school during the years that it is engaged in the transformation option. This MOA shall not apply to a non-PLA school, and shall not apply to a PLA school not engaged in the transformation option. Provisions of the parties’ existing Agreement that are not modified herein shall remain in full force and effect for PLA schools engaged in the transformation option.
3. The parties shall make every effort to interpret and apply this MOA in a manner consistent with the terms and conditions of the parties’ existing Agreement. However, the terms of this MOA shall take precedence over any inconsistent provision in the Agreement.
4. Except as provided in Section 6 and subsection b of Section 11 of this MOA, the evaluation process set forth in this MOA shall not be used to make personnel decisions or for any purpose other than to inform instructional practice and guide professional growth for the next three years.
5. Teacher Evaluation. A joint Educator Quality Oversight Committee shall be established. The committee shall consist of equal numbers of representatives appointed by the superintendent of the Jefferson County Public Schools and the president of the Jefferson County Teachers Association. All appointments shall be made by mutual agreement. The Educator Quality Oversight Committee shall implement the Kentucky Department of Education Teacher Effectiveness Framework by developing and implementing a performance evaluation system that, at a minimum, includes the following:
  - a. An evaluation structure that establishes four performance classifications: “Developing”, “Accomplished”, “Exemplary”, and “Ineffective.”
  - b. Formative evaluations which shall include the components set forth in this subsection:

- i. Developing teacher:
    - a) Individual Professional Growth Plan;
    - b) Evaluation of evidence to demonstrate student growth toward learning targets as set forth in subsection f. of this section;
    - c) Five (5) formative observations with immediate feedback to be provided no later than five (5) working days after each evaluation; and
    - d) Immediate implementation of supports to assist in moving toward Accomplished status.
  - ii. Accomplished or Exemplary teacher:
    - a) Individual Professional Growth Plans based on goals within one of two career ladder tracks (see ¶ 8 below); and
    - b) Evaluation of evidence to demonstrate student growth toward learning targets as set forth in subsection f. of this section.
  - iii. Ineffective teacher:
    - a) Individual Professional Growth Plan;
    - b) Evaluation of evidence to demonstrate student growth toward learning targets as set forth in subsection f. of this section;
    - c) Five (5) formative observations with immediate feedback to be provided no later than five (5) working days after each evaluation; and
    - d) Immediate implementation of individualized supports to address weaknesses or deficiencies.
- c. Summative evaluations shall be conducted as follows:
- i. Annual evaluations for Developing and Ineffective teachers;
  - ii. Evaluations every three (3) years for Accomplished and Exemplary teachers whose students exhibit adequate student growth toward learning targets based on evidence as set forth in subsection f. of this section; and
  - iii. Annual evaluations for Accomplished and Exemplary teachers whose students do not exhibit adequate student growth toward learning targets based on evidence as set forth in subsection f. of this section; and
- d. The formative and summative evaluations are to be conducted by a school administrator (principal or appointee) and a school district representative. The school district and teachers association shall work to identify appropriate school district representatives that are mutually agreeable to the parties.
- e. The summative evaluations shall include the components set forth in this subsection:
- i. Developing teacher:
    - a) Two (2) formal classroom observations;
    - b) Evaluation of evidence to demonstrate student growth toward learning targets as set forth in subsection f. of this section; and

- c) Tenure review at the end of four years pursuant to KRS 161.740.
  - ii. Accomplished or Exemplary teacher:
    - a) Two (2) formal classroom observations; and
    - b) Evaluation of evidence to demonstrate student growth toward learning targets as set forth in subsection f. of this section.
  - iii. Ineffective teacher:
    - a) Individual Professional Growth Plan;
    - b) Three (3) formal classroom observations; and
    - c) Evaluation of evidence to demonstrate student growth toward learning targets as set forth in subsection f. of this section.
- f. Sources of evidence for a comprehensive summative and formative evaluation system to demonstrate student growth toward learning targets:
  - i. Shall include:
    - a) Formative student assessment results and interim benchmarks assessments;
    - b) Summative student assessment results, including, but not limited to:
      - 1. Evidence of student growth on tests required under the state assessment system for teachers whose content areas and grade levels are assessed; and
      - 2. End-of-course exams required under the state assessment system for teachers whose content areas and grade levels are assessed; and
    - c) Results of program reviews required under the state assessment system for teachers whose content areas and grade levels are reviewed; and
  - ii. May include:
    - a) Student work analysis;
    - b) Data disaggregation matrix;
    - c) Gap goals and progress documentation;
    - d) College readiness;
    - e) Graduation rates;
    - f) Dropout rates;
    - g) Student performance;
    - h) NRTs;
    - i) Authentic assessments including performance-based assessments;
    - j) Culminating projects and exhibitions of learning; and
    - k) Additional sources of evidence as determined by the Educator Quality Oversight Committee.
- g. Formative and summative evaluations and related materials shall be considered confidential and shall not be released, except as required by law.

6. Renewal or Nonrenewal of Limited Contracts. The provisions of KRS 161.750, related to the renewal or nonrenewal of limited contracts, shall remain in effect for teachers in a school engaged in the transformation option under this MOA.
7. Supports for Professional Growth. The school district shall provide a variety of individualized supports to teacher to promote professional growth, to include the following components:
  - a. Developing teacher:
    - i. Individualized professional growth plan;
    - ii. Funding to attend professional development directly aligned with the teacher's professional growth plan; and
    - iii. At a minimum, one (1) monthly scheduled planning session. If a scheduled planning session is missed due to an absence, it shall be rescheduled as soon as practicable.
  - b. Accomplished or Exemplary teacher:
    - i. Individualized professional growth plan based on goals within one of two career ladder tracks (see ¶ 8 below); and
    - ii. Funding to attend professional development directly aligned with the teacher's professional growth plan.
  - c. Ineffective teacher:
    - i. Individualized Professional Growth Plan;
    - ii. Funding to attend professional development directly aligned with the teacher's professional growth plan; and
    - iii. At a minimum, one (1) weekly scheduled planning session with a master teacher. If a scheduled planning session is missed due to an absence, it shall be rescheduled as soon as practicable.
8. Career Ladder Tracks. The Educator Quality Oversight Committee shall develop and implement a career ladder system with two tracks, a Classroom Track available to Accomplished or Exemplary teachers, and a Master/Consulting Teacher Track available to Exemplary teachers only. Each Career Ladder level will be competitive and require at least a two (2) year commitment.
  - a. Classroom Teacher Track - For Accomplished or Exemplary teachers wishing to remain in the classroom or become instructional leaders within a school. Examples of Classroom Track positions may include, but not be limited to, team leader, peer teacher, or department chair.
  - b. Master/Consulting Teacher Track - For Exemplary teachers wishing to become instructional leaders at the district level. Examples of Master/Consulting Track positions may include, but not be limited to, resource teacher, staff development leader, consulting teacher, or instructional coach.

9. Compensation and Incentives for Professional Growth, Recruitment, and Retention. The Educator Quality Oversight Committee shall develop and implement a set of compensation, recognition, and support opportunities designed to promote the pursuit of professional growth opportunities and the recruitment and retention of teachers who can be effective in a turnaround environment, to include the following components:
- a. For all teachers:
    - i. Common planning time;
    - ii. New teacher cohort support program;
    - iii. Compensation for participation in after-school professional learning communities; and
    - iv. School-wide funded parent engagement program.
  - b. For Developing, Accomplished, and Exemplary teachers:
    - i. A “basket” of incentive choices from which an eligible teacher may select. Examples of incentives may include, but not be limited to, bonus or loan forgiveness for teaching in a high-need school with a three (3) year commitment, health club membership, child care subsidies, and other incentives; and
    - ii. Tuition reimbursement for pursuit of a master’s degree.
  - c. For Accomplished, and Exemplary teachers:
    - i. Fee remission for participation in the National Board for Professional Teaching Standards certification process and a bonus for successful completion; and
    - ii. Summer school teaching opportunities.
  - d. Ineffective teachers:
    - i. No additional compensation for leadership opportunities; and
    - ii. Not eligible for school rewards for staff (see ¶10 below).
  - e. Hiring of teachers:
    - i. Teachers with less than two (2) years experience must exhibit competencies established by the school district to determine the capacity of a teacher to work within a turnaround environment to meet the needs of students.
10. System to Recognize and Support School Staff. In collaboration with teachers and principals, the school district shall develop and implement a system to reward school staff through monetary and non-monetary means, based on increased student achievement and high school graduation rates.

- a. The system shall provide school-wide bonuses to all certified and classified staff, except that Ineffective teachers shall not be eligible for bonuses established under this section.
- b. Bonuses shall be provided to all staff when a school meets or exceeds specific performance goals established in the Comprehensive School Improvement Plan (CSIP) developed under the requirements and guidelines for the federal School Improvement Grant (SIG) program.
- c. The teacher representatives on each school's SBDM Council or School Advisory Council and the principal shall serve as a School Improvement Committee for the given school. In the absence of elected teacher representatives serving on a school's SBDM Council or School Advisory Council, the teachers in the school shall elect three teacher representatives by secret ballot to serve with the principal on the School Improvement Committee.
  - i. The School Improvement Committee shall review all pertinent information related to school performance and recommend school performance goals for approval by the certified staff of the school.
  - ii. All goals approved by school shall be reviewed and approved by the Educator Quality Oversight Committee. The Educator Quality Oversight Committee may require a school to revisit its selected goals.
  - iii. The goals shall take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of student performance, and increased high school graduation rates (if applicable).
  - iv. "Student growth" as used in this MOA means the change in achievement for an individual student between two or more points in time. For grades in which the state administers summative assessments in reading/language arts and mathematics, student growth data must be based on the State's assessment under section 1111(b)(3) of the ESEA. A state may also include other measures that are rigorous and comparable across classrooms.
- d. School performance goals may be established regarding the following measures, or other measures determined by the Educator Quality Oversight Committee:
  - i. Achievement gap reduction;
  - ii. Percentage of students scoring "proficient" or "distinguished" on the statewide assessment in specific content areas;
  - iii. Percentage of students meeting statewide "college and career ready" standards established by the Kentucky Department of Education;
  - iv. Percentage of students passing statewide end-of-course assessments;
  - v. PLAN/ACT scores;
  - vi. High school graduation rate;

- vi. High school graduation rate;
  - vii. Percentage of high school students successfully completing dual credit courses;
  - viii. Percentage of students receiving a “3” or better on AP examinations; and
  - ix. Results of program reviews within the statewide assessment and accountability system.
- e. Accomplished, and Exemplary teachers shall be eligible for additional compensation based on the differentiated roles and work responsibilities connected to specific jobs within the Classroom Teacher and Master/Consulting Teacher Career Ladder Tracks (see ¶ 8 above).

#### 11. Discipline, Supports, and Removal of Ineffective Teachers.

- a. Disciplinary action:
  - i. Disciplinary action for an Ineffective teacher based on the teacher’s professional performance, including his or her removal, shall occur only after the teacher has received support and ample opportunities to improve professional practice as required by the federal SIG program and as set forth in this MOA.
  - ii. Nothing in this MOA shall be construed to limit the ability of the school district to discipline a teacher in conformity with procedures set forth in statute and the Agreement between the parties for violations of a rule, regulation or order of management not related to teacher effectiveness.
- b. Finding of significant deficiency. The significant deficiency process provided for in the Agreement may be initiated at any point during the school year based on a judgment reached by the principal that takes into account a teacher’s formative and summative evaluation(s). In addition, the significant deficiency process shall be initiated if a teacher is determined to be Ineffective in his or her summative evaluation.
- c. Supports for Ineffective teachers. A teacher that has been determined to be Ineffective by a summative evaluation shall receive assistance and supports which shall include, but not be limited to:
  - i. Individual Professional Growth Plan;
  - ii. Five (5) formative observations with immediate feedback to be provided no later than five (5) working days after each evaluation;
  - iii. Immediate implementation of individualized supports to address weaknesses or deficiencies;
  - iv. Funding to attend professional development;
  - v. At a minimum, one (1) weekly scheduled planning session with a master teacher. If a scheduled planning session is missed due to an absence, it shall be rescheduled as soon as practicable;

- vi. Common planning time;
- vii. New teacher cohort support program;
- viii. Participation in after-school professional learning communities; and
- ix. School-wide funded parent engagement program (see ¶ 5, 7, 9 above).

d. If a teacher, having received assistance and multiple opportunities for improvement, has not demonstrated sufficient professional success, the school district may seek the teacher's removal from the school by making an alternative assignment to a non-PIA school, or through the significant deficiency process provided for in the parties' Agreement.

This Memorandum of Agreement made and entered into on this \_\_\_\_\_ day of \_\_\_\_\_, 2011, by and between the Jefferson County Board of Education and the Jefferson County Teachers Association.

JEFFERSON COUNTY PUBLIC SCHOOLS SUPERINTENDENT

By: \_\_\_\_\_

*[Handwritten Signature]*  
12/13/11

JEFFERSON COUNTY BOARD OF EDUCATION

By: \_\_\_\_\_

*[Handwritten Signature]*, Chair

JEFFERSON COUNTY TEACHERS ASSOCIATION

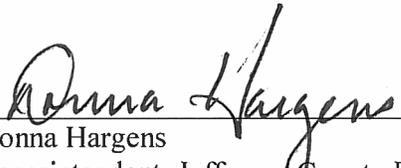
By: \_\_\_\_\_

*[Handwritten Signature]* 12/16/2011  
President

MEMORANDUM OF AGREEMENT  
BY AND BETWEEN  
THE JEFFERSON COUNTY BOARD OF EDUCATION  
AND  
JEFFERSON COUNTY TEACHERS ASSOCIATION

- 1). The recently adopted Goal Clarity Coach (“GCC”) job description will be a 190-day work schedule.
- 2). All Gheens-based Resource Teachers who were assigned to a specific school during the 2012-13 school year will have the right to be appointed to the school-based GCC position at the same school to begin in the 2013-2014 school year. If such a Resource Teacher exercises this right, he/she will not have to compete with other Resource Teachers for the position. Resource Teachers desiring to exercise this right must advise the District on a form provided by the District of that election no later than March 18, 2013. Other than the right created by this Paragraph, Gheens-based Resource Teachers shall not have “building rights”. Any Resource Teacher exercising this right will be eligible for an optional extended day for the duration of their time in the GCC position. Any GCC positions not filled under this Paragraph, any newly created GCC position, and any GCC vacancies that are filled in the future, will not be eligible for the optional extended day.
- 3). Any Gheens-based Resource Teacher who was assigned to a specific school during the 2012-2013 school year who does not exercise the right outlined in Paragraph 2 above will have the option of either remaining at their school in an instructional position or be overstaffed at the conclusion of that school year and placed on the transfer list for the 2013-2014 school year.
- 4). All GE Grant Staff Developers/Resource Teachers assigned to a specific school during the 2013-14 school year will have the right to be appointed to the school-based Goal Clarity Coach position at the same school to begin in the 2014-2015 school year. If such a Staff Developer exercises this right, he/she will not have to compete with other Staff Developers for the position. Staff Developers desiring to exercise this right must advise the District of that election no later than March 1, 2014.
- 5). Any GE Grant Staff Developers/Resource Teacher who was assigned to a specific school during the 2013-2014 school year who does not exercise the right outlined in Paragraph 4 above will bounce back to a teaching position in the school to which they are currently assigned.
- 6). After the placement of GCC’s described herein is complete, all future GCC positions will be filled via standard postings, interviews and school-based hiring decisions.
- 7). This settlement is the complete resolution of all issues related to the subject of this memorandum of agreement, including the following class action grievances: 1) 195 Day RT Position Grievance filed on or about 1/30/13, grievance number T13-00030-01, and 2) Resource Teachers Silver Day filed on or about 1/16/13, grievance number T13-000-22-02.

8). This specific resolution/settlement is recognized as being no precedent, shall not be construed in any way to be precedent or be used to substantiate any present or future claim by any party to rights by past practice.

  
\_\_\_\_\_  
Donna Hargens  
Superintendent, Jefferson County Board of Education

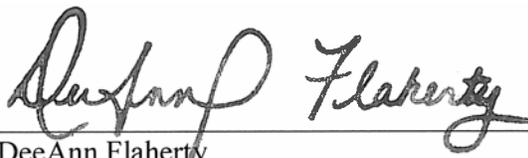
3/11/13  
DATE

  
\_\_\_\_\_  
Diane Porter  
Chair, Jefferson County Board of Education

20 march 13  
DATE

  
\_\_\_\_\_  
Brent McKim  
President, Jefferson County Teachers Association

3/20/13  
DATE

  
\_\_\_\_\_  
DeeAnn Flaherty  
Executive Director, Jefferson County Teachers Association

3/20/13  
DATE

60322420.4

**Human Resources**  
 VanHoose Education Center  
 3332 Newburg Road  
 Louisville, KY 40218

**JEFFERSON COUNTY PUBLIC SCHOOLS**  
**Notification of Change**

**JCPS Employee Number:** 124927  
**SSN:** 403-98-2954  
**Original Hire Date:** 12-19-2008  
**Hire Date:** 02-20-2012  
**Work Location:** 159

February 21, 2012

JACK L BALDWIN  
 9107 STONECREST DR  
 LOUISVILLE, KY 40272

Dear JCPS Employee:

The following changes have been made to your assignment, personal information, and/or salary placement effective 02-20-2012. Please check the information below for accuracy.

<u>R/S</u> <u>1</u> <u>M</u>	<u>FROM</u>	<u>TO</u>
<b>Job Title:</b>	<u>PRINCIPAL MIDDLE SCHOOL</u>	<u>PRINCIPAL MIDDLE SCHOOL</u>
<b>Work Location:</b>	<u>164 / CONWAY MIDDLE</u>	<u>159 / MYERS MIDDLE</u>
<b>Hourly/Daily/Annual Salary:</b>	<u>63.5602    508.4814    111,865.91</u>	<u>63.5602    508.4814    111,865.91</u>
<b>BU:</b>	<u>CERX</u>	<u>CERX</u>
<b>Grade (rank) / Step:</b>	<u>11 / RANK I / 17</u>	<u>11 / RANK I / 17</u>
<b>Days / Hours:</b>	<u>220.00 / 8.00</u>	<u>220.00 / 8.00</u>
<b>Position Number:</b>	<u>7055</u>	<u>5288</u>
<b>LEAVE OF ABSENCE</b>		
<b>Type of Leave:</b> _____	<b>Effective Date:</b> _____	<b>Return Date:</b> _____
<b>LAYOFF - DISCHARGE - RESIGNATION - RETIREMENT</b>		
<b>Type of Separation:</b> _____	<b>Effective Date:</b> _____	

**Comments:** TRANSFER-CONGRATULATIONS! PRINCIPAL AT MYERS-SEE NOTES  
 EMPLOYEE TRANSFERRING FROM POS# 7055/LOC 164 TO POS#5288/LOC 159.JCC REMAINS THE SAME.

**Copies:** \_\_\_\_\_ **Approved By:**  **Prepared By:** ceskri29 02/21/2012 10:46:56

**JEFFERSON COUNTY BOARD OF EDUCATION**  
**NOTIFICATION OF CHANGE**

**001822**



Employee: GREGORY, KIMBERLY M  
 Address: 8013 KENDRICK CR LN  
 LOUISVILLE, KY 40291-5060

Soc. Sec. No: 400-82-0148	Race/Sex Code: B	Phone: (502)239-5584	Today's Date: 09/05/08
Department: 20	Budget Slot (1): 0002	Budget Slot (2):	Budget Slot (3):
Job Code (1): 05120	Job Code (2):	Job Code (3):	Effective Date: 09/05/08
Board Action Date:	Last Day Worked:	Last Day Paid:	Yrs. Exp.: 14
Original Leave Date:	Personal Days:	Sick Days:	Vac. Days:
Birth Date: 04/28/69	Hire Date: 08/10/98	<b>Employment Status: A /PERMANENT FULL-TIME</b>	
Representation Code: X	Perm. Rep. Code: X		
1822 *721567 721595	1 05120 0006		

**Transfer**

From Assignment: MID SCH ASST PRIN	To: MID SCH PRINCIPAL	
Certification: PSGF B24 C58 KP2	To: 090 T JEFFERSON MID SCH	
Work Location: 435 NOE MID SCHOOL	To: \$425.26 \$93557.20	
Current Salary: \$404.64 \$86997.60	To: 4	
Job Family: 4	To: 13/02	
Grade/Rank/Step: 11/05	To: 10/14	
Min. Tch. Rank/Step: 10/14	To: GENERAL	
Funding Source: GENERAL	To: 9-0100-20-2410-120-5-090-30	
Acct. No. (1): 9-0100-20-2410-121-5-435-30	Pct: 1.00	Pct: 1.00
Acct. No. (2):	Pct:	Pct:
Acct. No. (3):	Pct:	Pct:
Reason:	To: 220/	
Days/Hours: 215/		
Person replaced - Name/Reason:		
CA: CERS: KTRS: Additon: Replacement:		

**LEAVE OF ABSENCE**

Type of Leave:	Expected Date of Return:	
From Assignment:	Work Location:	Pct:
Funding Source:	Acct. No. (1):	Pct:
	Acct. No. (2):	Pct:
	Acct. No. (3):	Pct:

**LAYOFF / DISCHARGE / RESIGNATION / RETIREMENT**

From Assignment:	Discharge:	Resignation:	Retirement:	
Reason:		Work Location:		Pct:
Funding Source:		Acct. No. (1):		Pct:
		Acct. No. (2):		Pct:
		Acct. No. (3):		Pct:

**Remarks**

Remarks: ADMINISTRATORS WORK 8 HOURS PER DAY.  
 CONGRATULATIONS ON YOUR NEW POSITION! APPLIED, INTERVIEWED AND RECOMMENDED TO REPLACE JAN MCDOWELL.  
 Notes: PAYROLL, FILE, PRINCIPAL, ASST SUPT, B SATTERLY

**Recall Information**

Call Issued:	AM	PM	Job Assignment:	Days/Hours:	Job Offer Accepted: Yes	No
Work Location:			Salary Grade:			
Refused, reason:						
Person making call:						

**VISION OF PERSONNEL SERVICES**

Signed: \_\_\_\_\_  
 Personnel Administrator: *Cynthia Wheat*  
 Date: 09/05/08