

SLMS GUIDELINES FOR SCHOOL-WIDE ARTS AND HUMANITIES PROGRAM

The SBDM Council shall form policies for the school's Arts and Humanities Program, and with school leaders and the school's arts and humanities team, shall monitor and annually assess the program to assure its ongoing development and to meet state requirements/guidelines and students' needs. The SBDM Council, working with school leaders, shall develop a professional development action plan aimed at meeting the needs of teachers and administrators in delivering an effective arts and humanities program.

POLICY DESCRIPTION- The arts and humanities curriculum at South Laurel Middle School shall be designed so that all students achieve at high levels. The curriculum shall comply with all applicable state and federal statutes and regulations.

I. ADMINISTRATIVE SUPPORT AND MONITORING

1. SLMS principals shall appoint a team or committee for guiding the school-wide Arts & Humanities Program
 - Members shall include the principal, the arts and humanities staff, one teacher from each content area and a collaborating special education teacher
 - The team shall meet at least two times a year to analyze the school-wide Arts & Humanities Program and submit an annual action plan for the program to the principal and SBDM. This will include distribution and contribution of evidence.
 - The team shall submit recommendations concerning needed professional development to the principal, based on review of the arts related evidence from each content area
 - The principals shall monitor the completion, collection, and distribution of all arts-related evidence from each content area
 - The principals will provide financial consideration and support for arts-related materials and resources

Related Team Responsibilities:

- Reviewing relevant state documents
- Planning a program that meets state regulations and guidelines and local needs
- Communicating with the SBDM and faculty about the program and state requirements and guidelines for the Arts and Humanities Program.
- Collaborating with core teachers in PLCs regarding arts integration support and implementation
- Analyzing the program; forming plans for its continued development, and communicating with others about it

2. SLMS shall create procedures for monitoring Arts and Humanities evidence consisting of student work that represent the interests and growth of the students over a time at every grade level.
 - A system of monitoring Arts and Humanities integration evidence shall be developed at the school level
 - Every grade level instructional team will review Arts and Humanities integration evidence and other data such as walkthroughs and lesson plans annually
 - A monitoring system shall be regularly used to provide feedback to teachers and students
 - Procedures for developing and storing students' arts and humanities evidence (perhaps electronically at some point) shall be developed by school leaders

II. INSTRUCTIONAL PRACTICES

3. SLMS shall provide multiple opportunities for students at every grade level to create, perform and respond to arts across the curriculum.
 - The arts curriculum shall include creating, performing and responding and is fully aligned with the Kentucky Core Academic Standards
 - Arts and Humanities is to be incorporated throughout all subject areas and should be a natural integration
 - Classroom arts integrated activities will include the study of representative and exemplary works of dance, music, theatre and visual arts from a variety of artists, cultural traditions and historical periods
 - Students that are gifted and talented in an art area (dance, drama, theatre, visual art) or wish to specialize in an art area will be provided regularly scheduled classes as is available to grade level opportunity and course offerings
 - Dance will be integrated in Physical Education courses to provide a firm grounding in basic creating, performing and responding to the arts.
 - Drama instruction will be integrated into Language Arts courses to provide a firm grounding in basic creating, performing and responding to the arts.

III. FORMATIVE AND SUMMATIVE ASSESSMENT

4. SLMS shall develop a system for providing descriptive feedback for students regarding the arts and humanities performances/products at each grade level
 - Teachers will engage students in creating their own rubrics or scoring guides for creating, performing, or responding assignment/assessments appropriate to the age and grade level
 - Teachers shall communicate performance expectations with students and others (e.g. parents, other teachers, students, etc.)
 - Teachers shall give descriptive feedback to students on their performances/products

- Teachers shall design arts instruction based in response to students' needs based on an analysis of students' work
- Students shall be given opportunities to participate in peer reviews, critiques and self evaluations of their artistic products and performances
- Students shall use and recognize the value of feedback to strengthen their future performance/products

IV. PROFESSIONAL DEVELOPMENT

- Teachers and school leaders shall participate in professional development that provides opportunities for academic core teachers and arts and humanities teachers to collaborate and exchange ideas
- Professional Development for supporting the school-wide Arts and Humanities Program will be embedded in the school PD plan to meet on-going needs

Date Adopted: _____

Date Reviewed: _____