

**Kentucky Department of Education  
Districts of Innovation Recommendations for Approval by the KBE  
June 5, 2013**

**Initial Applicants:**

Cloverport Independent	Kenton County
Danville Independent	McCracken County
Eminence Independent	Montgomery County
Fayette County	Owensboro Independent
Gallatin County	Owsley County
Jackson Independent	Taylor County
Jefferson County	Trigg County
Jessamine County	Woodford County

District applications for “District of Innovation” status are available on the KDE website at:  
<http://education.ky.gov/school/innov/Pages/2013-Districts-of-Innovation-Applications-.aspx>.

**The Districts of Innovation Review Team, based upon the selection rubric, recommends the following districts to be designated as Districts of Innovation:**

**Danville Independent** (page 2)

**Eminence Independent** (page 5)

**Jefferson County** (page 9)

**Taylor County** (page 13)

Attached are the recommended district’s application summaries and recommendations based upon the specific statutory/regulatory waiver requests contained in each application. Please note that while the overall application for the four districts are recommended for approval, there are portions of each district’s application that are not being recommended (recommended for “denial”) due to statutory restrictions contained in KRS 156.108 and KRS 160.107 (the District of Innovation statutes). These recommendations are a result of the work of the Review Team using the District of Innovation Scoring Rubric as well as review by KDE staff attorneys for compliance with the Districts of Innovation statutory requirements. Finally, upon approval of these recommendations by the KBE, memoranda of understanding (MOU) will be entered into with each of the four districts detailing the statutory/regulatory waivers that are approved and other assurances required under the statutes.

## *Danville Independent*

### **Application Summary and “Big Ideas”:**

The Danville Independent application takes a multi-faceted approach: creating a customized series of core courses beginning in sixth grade designed to move all students to college- and career- ready benchmarks - at a minimum - by 10th grade, with mechanisms for identifying and providing supports and extensions as soon as they are needed along the way.

Beyond the core courses, the plan requires students to develop an Area of Focus identifying advanced academics they will pursue via Advanced Placement courses, career training, college-level courses or new options that will grow up around the new core and give students dynamic new challenges. Targeting the ACT benchmark level at 10th grade will also allow more time to maximize student achievement beyond the benchmark. These experiences will lead to a Culminating Presentation demonstrating how students have deepened their knowledge in a specific area of study. To give students exciting new learning challenges, this plan calls for rigorous new interdisciplinary modules focused on Research and Analysis, Design, or Community Action where students will deepen and apply their content knowledge and gain experiences giving them advantages beyond high school.

In addition to assuring core knowledge and readiness, research shows that for success in the future, students need strong experiences in a range of skills and applications that traditional high schools are not structured to offer. To meet this district’s identified needs, the application seeks to create new staffing roles to help tailor success pathways for students enabling them to visualize and reach college, career, or military opportunities as well as to create roles for skilled learning designers who can orchestrate high-interest and high-challenge interdisciplinary courses that will give students new parameters for learning to tap different interests and learning styles.

In 2012, Danville Independent developed the “Danville Diploma,” identifying the skills and experiences the district sought to provide all students throughout their studies in the schools. The Danville Diploma is the ultimate deliverable Danville’s application seeks for every student.

### **Waivers Requested:**

1. Waiver of state accountability to allow the use of alternative standardized assessments than those designated in Kentucky. The district cited KRS 158.6453, 703 KAR 4:060, and 703 KAR 5:225 in this waiver request.

**KDE RECOMMENDS DENIAL - KRS 156.108 and KRS 160.107 do not grant the Kentucky Board of Education waiver authority from the statewide assessment system requirements. KRS 160.107(2)(d) specifically requires “compliance with the statewide assessment system” requirements for District of Innovation districts. The Kentucky Board of Education cannot waive that requirement. The district is advised that it may, if it so chooses, conduct additional assessments to gauge student performance progress and to make educational decisions based on that data.**

2. Waiver of Education Professional Standards Board (EPSB) certification restrictions on subject areas so current teachers can teach additional subjects. The district cited KRS 160.348 (middle school student attainment of high school credit statute) and 704 KAR 3:305 (high school graduation requirements regulation) in this waiver request, but this actually is a request for an EPSB certification restriction waiver.

**KDE RECOMMENDS DENIAL - KRS 156.108 and KRS 160.107 do not grant the Kentucky Board of Education waiver authority over EPSB statutes and regulations. KDE will assist the district in communicating with EPSB regarding currently available alternative certification options for teachers to accomplish this goal.**

3. Waiver of EPSB certification restrictions on subject areas so current teachers can teach additional subjects. The district this time wants this waiver so staff can teach cross-discipline. The district cited KRS 160.348 (middle school student attainment of high school credit statute) and 704 KAR 3:305 (high school graduation requirements regulation) in this waiver request but this actually is a request for an EPSB certification restriction waiver.

**KDE RECOMMENDS DENIAL - KRS 156.108 and KRS 160.107 do not grant the Kentucky Board of Education waiver authority over EPSB statutes and regulations. KDE will assist the district in communicating with EPSB regarding currently available alternative certification options for teachers to accomplish this goal.**

4. Waiver of traditional certified and classified job classifications:

A. Waiver to allow creation and hiring of a classified employee to perform the duties of a certified position (guidance counselor). The district cited KRS 161.180 (supervision of pupil conduct) in this waiver request but this is a request for the district to create and hire a classified employee for what appears to be the traditional roles and duties of currently employed guidance counselors. The district stated in its application that they want a “success coach” to “build relationships with students and families”; “create stronger connections between school and postsecondary success”; and “help schools add value for families by advising on postsecondary opportunities.”

**KDE RECOMMENDS APPROVAL IN PART AND DENIAL IN PART - KRS 156.108 and KRS 160.107 do not grant the Kentucky Board of Education waiver authority over EPSB statutes and regulations. KDE will assist the district in communicating with EPSB regarding currently available alternative certification options to accomplish this goal. In the alternative, this waiver is approved to the extent that the proposal, pursuant to KRS 160.107, is to “hire persons for classified positions in nontraditional school and district assignments who have bachelor’s and advanced degrees from postsecondary education institutions accredited by a regional accrediting association as defined in KRS 164.740” (emphasis added).**

B. The district also wants to create a new certified position called an “interdisciplinary learning designer” who will “ensure orchestration and creation of dynamic learning experiences cross-discipline”; “develop challenging, engaging courses across subject areas”; “create learning experiences designed to utilize and build higher-order thinking skills”; and “become a resource in understanding and translating the growing and changing world of online learning and new ways of using technology to improve learning.”

**KDE RECOMMENDS APPROVAL - KDE will assist the district in communicating with EPSB regarding currently available alternative certification options for teachers to accomplish this goal.**

C. The district wants to create a new classified position called “teaching assistant” that would “seek candidates with college degrees and with newly certified teachers being likely candidates.” This position’s suggested roles and duties appear very similar to “teacher aides” currently allowed by Kentucky law.

**KDE RECOMMENDS APPROVAL**

5. Waiver to allow students’ extra-curricular involvement to count for high school credit in that area if the students demonstrate competency through either ACT testing or if a teacher certifies that the students demonstrated competency in the required content standards and if the students’ participation is validated and approved by a coach/director of the extracurricular program. The district cited 704 KAR 3:305 (high school graduation requirements regulation) in this waiver request.

**KDE RECOMMENDS APPROVAL**

6. Waiver of average daily attendance requirement in the pupil attendance regulation for SEEK funding. The district wants funding based on average daily “membership” instead of average daily attendance. No more explanation of “average daily membership” is given. The district cited 702 KAR 7:125 in this waiver request.

**KDE RECOMMENDS APPROVAL IN PART AND DENIAL IN PART and to the extent permitted under KRS 156.108 and KRS 160.107 and with terms to be established in the memorandum of understanding with the district - This proposal is approved to the extent that, pursuant to KRS 160.107, it “modifies the formula under KRS 157.360(2) for distributing support education excellence in Kentucky funds for students in average daily attendance in nontraditional programming time, including alternative programs and virtual programs. Funds granted to a district shall not exceed those that would have otherwise been distributed based on average daily attendance during regular instructional days” (emphasis added).**

## ***Eminence Independent***

### **Application Summary and “Big Ideas”:**

As stated in the application, “Eminence Independent Schools desires to be the most innovative school district in America”. In order to accomplish this lofty goal and to “completely personalize instruction”, Eminence is designing a system that incorporates student interests, student voices, and student outcomes into an authentic, engaging experience. Students will be required to show mastery of all core academic standards with learning being the constant and time the variable. Teachers will deploy interventions, connections, and enrichments in a deliberate fashion to ensure content mastery.

Students will have the ability to chart their learning with the assistance of SPARC (Student Parent Advisors Readiness Consultation) Teams. These teams will meet regularly to modify, adapt, and alter the instructional opportunities and pathways for each student. The SPARC teams will begin in kindergarten and continue until the student completes the postsecondary goals and requirements.

Eminence also plans to prepare students to be leaders in a global marketplace. Their plan ensures that every student is equipped with the necessary skills to be national leaders with respect to innovation and entrepreneurship, as well as being able to create, collaborate, design, invent, research, publish and communicate their work to the world. This will be evident in the “Exemplars of Eminence Excellence” (E<sup>3</sup>) framework. The framework will set the standards for excellence in each grade with respect to the world class knowledge and skills and college and career readiness standards needed to be successful in life.

In addition, Eminence plans to blur all lines of secondary and postsecondary learning. Students will not progress based on what “year” they are in school, but on what competencies they have met. Some students will enter full-time university programs, on the university campus, as early as their second year of high school allowing them the potential to graduate with up to an associate degree. Some students may choose to never set foot on the Eminence campus and do their learning entirely from the Eminence virtual school or choose a blend of on-campus and virtual learning. Other students will pursue unlimited career and technical education pathways leading to industrial certifications, professional licensing and medical certificates, all before they complete their secondary requirements.

Finally, Eminence plans to reach out to non-traditional learners in an attempt to equip students that have been disenchanting, have dropped out, are truant, or otherwise “lost” in the current system. The intent is to provide these students with the same access to the wide range of opportunities our “traditional” students have and provide them the same supports as our current students.

### **Waivers Requested:**

1. Waiver of SBDM council membership to add an elected student representative with full voting rights. The district cited KRS 160.345 in this waiver request.

#### **KDE RECOMMENDS APPROVAL**

2. Waiver of minimum school term to create flexibility for the school calendar to be year round, with various configurations of days and hours and minimum time worked to be equivalent to 175 six-hour instructional days. The district cited KRS 158.070 in this waiver request.

#### **KDE RECOMMENDS APPROVAL**

3. Waiver of the restriction of capital outlay funding to allow more flexibility in the use of funds. The district cited KRS 157.420 in this waiver request. (Note: The current (HB 265 from 2012 Regular Session at page 39) and other recent budget bills already allow use of these funds for “general operating expenses” with KDE approval.)

#### **KDE RECOMMENDS APPROVAL to the extent permitted under KRS 156.108 and KRS 160.107, with terms to be established in the memorandum of understanding with the district, and pursuant to the process utilized for KDE review and approval of district requests like this under HB 265 from the 2012 Regular Session of the Kentucky General Assembly**

4. Waiver of average daily attendance calculation of SEEK funding to “fund classes through traditional funding means while also allowing for all competency courses to be paid through (pass/fail) and (all/nothing) funding. Each competency credit earned would be for a value of 1/6 of the SEEK for that year and total funding for each student would not exceed total SEEK allocation per traditional funding matrix).” The district cited KRS 157.320 in this waiver request. 702 KAR 7:125, the pupil attendance regulation for calculation of SEEK funding based on average daily attendance, is also relevant to this waiver request.

#### **KDE RECOMMENDS APPROVAL IN PART AND DENIAL IN PART and to the extent permitted under KRS 156.108 and KRS 160.107. and with terms to be established in the memorandum of understanding with the district - This proposal is approved to the extent that, pursuant to KRS 160.107, it “modifies the formula under KRS 157.360(2) for distributing Support Education Excellence in Kentucky funds for students in average daily attendance in nontraditional programming time, including alternative programs and virtual programs. Funds granted to a district shall not exceed those that would have otherwise been distributed based on average daily attendance during regular instructional days” (emphasis added).**

5. Waiver of single salary schedule requirement to create alternate pay scales for non-traditional roles for teachers and classified staff. The district cited KRS 157.320 in this waiver request.

**KDE RECOMMENDS APPROVAL**

6. Waiver of EPSB certification requirements to allow the district to hire student teachers to be considered in new roles defined for classified staff under a partnership with the University of Kentucky in which student teachers would take on new roles and responsibilities while completing all graduation and certification requirements. The district cited KRS 161.030 in this waiver request.

**KDE RECOMMENDS DENIAL - KRS 156.108 and KRS 160.107 do not grant the Kentucky Board of Education waiver authority over EPSB statutes and regulations. KDE will assist the district in communicating with EPSB regarding currently available alternative certification options for teachers to accomplish this goal.**

7. Waiver of “teacher aide” definition to allow them to provide some levels of instruction created and monitored by appropriate certified staff. The district cited KRS 161.010 in this waiver request.

**KDE RECOMMENDS APPROVAL**

8. Waiver of EPSB certification restrictions on subject areas so current teachers can teach additional subjects. The district wants this waiver so staff can teach cross-discipline/ outside their certification area. The district cited KRS 161.020 in this waiver request.

**KDE RECOMMENDS DENIAL - KRS 156.108 and KRS 160.107 do not grant the Kentucky Board of Education waiver authority over EPSB statutes and regulations. KDE will assist the district in communicating with EPSB regarding currently available alternative certification options for teachers to accomplish this goal.**

9. Waiver of the Kentucky Educational Excellence Scholarship (KEES) statute so students who have completed all graduation credits, and either have enrolled as a full-time college student or have completed their fourth year of high school experience, can be allowed to continue attending the school district for their first two years of college. Classes can be taken virtually, on college campuses, at the school district, or a blended variation of these options. The district cited KRS 164.7874 in this waiver request.

**KDE RECOMMENDS DENIAL - KRS 156.108 and KRS 160.107 do not grant the Kentucky Board of Education waiver authority over KEES funding. KDE will assist the district in communicating with KHEAA to determine any available options to accomplish this goal.**

10. Waiver of the school district reciprocal agreement requirement for district’s receipt of SEEK funding for non-residents students. The district cited KRS 158.120 in this waiver

request but the more applicable statute is KRS 157.350(4). The district wants to “open the opportunity for all students in the Commonwealth” to attend school in this district.

**KDE RECOMMENDS DENIAL - Approval of this request would infringe on the rights and funding of other school districts who are not parties to the district’s application.**

11. Waiver to create grades 13 and 14:

- A. Waiver of the grade 12 limitation of school district grades so the district can add grades 13 and 14 to allow students to either begin or continue their college studies through the school district. Students would not be allowed to participate once they exceed age 21 and the district would receive SEEK funding under the current K-12 statute. The district cited KRS 157.320 in this waiver request.

**KDE RECOMMENDS APPROVAL IN PART AND DENIAL IN PART and to the extent permitted under KRS 156.108 and KRS 160.107 and with terms to be established in the memorandum of understanding with the district - This proposal is approved to the extent that, pursuant to KRS 160.107, it “modifies the formula under KRS 157.360(2) for distributing Support Education Excellence in Kentucky funds for students in average daily attendance in nontraditional programming time, including alternative programs and virtual programs. Funds granted to a district shall not exceed those that would have otherwise been distributed based on average daily attendance during regular instructional days” (emphasis added).**

- B. The district also mentioned KEES funding in the implementation plan section of its application, regarding the grades 13 and 14 plan, and requested a waiver so students can utilize KEES funding in grades 13 and 14 for education in the district and so the district can receive KEES funding for these educational services.

**KDE RECOMMENDS DENIAL - KRS 156.108 and KRS 160.107 do not grant the Kentucky Board of Education waiver authority over KEES funding. KDE will assist the district in communicating with KHEAA to determine any available options to accomplish this goal.**



## ***Jefferson County***

### **Application Summary and “Big Ideas”:**

The aim of the Jefferson County Public Schools (JCPS) application is to provide the persistently low-achieving schools in JCPS, with an opportunity to re-think what a school might look like and give the district the opportunity to use non-traditional approaches to curriculum, instruction, assessment and governance to enhance student learning. JCPS desires to engage students and teachers in significantly different ways that lead to increased achievement for all students.

JCPS went through an extensive alignment process between the criteria for District of Innovation status and the district’s strategic plan, *Vision 2015*, and found high levels of alignment in the focus areas, success measures, leading indicators, strategies, and action steps.

JCPS developed its District of Innovation application around four strategies:

#### ***Strategy #1 - Creating Equal access to highly effective instruction through professional collaboration***

This strategy proposes a teacher collaboration model that promotes a community of practice. JCPS will connect pockets of excellence to broader audiences by using technology to pair highly effective teachers and their classrooms with less experienced teachers and their classrooms.

#### ***Strategy #2 – Extend learning opportunities so students can learn anywhere/anytime they have access to instructional materials***

This strategy involves the use of multiple technology platforms to allow students access to instructional materials and teachers outside the traditional school environment. The district will also establish better access to internships and mentorships, thus increasing the performance-based aspects of its plan.

#### ***Strategy #3 – Creating Schools of Innovation***

JCPS will conduct a community-wide competition to identify and develop innovative ideas for the creation of one or more “Schools of Innovation” in Jefferson County. Phase I will feature an open-ended anything goes idea generator. Phase II will translate the best, most powerful innovations into concrete structures and actions. The final Phase will use the winning concepts, approved by the local board of education, to establish real schools serving real kids.

#### ***Strategy #4 – Creating a system of support for each student to be successful***

A comprehensive tool to assess individual barriers to student learning is being developed that also identifies effective supports and appropriate interventions. The district will identify cohorts of students using Resiliency Quadrants. Resiliency relates to a student’s capacity to succeed in school despite adverse conditions such as poverty or exposure to violence. The district will use *Louisville Linked*, a technology platform, to coordinate many of the supports under this strategy.

**NOTE: The district listed both PLA/Priority Schools and some non-PLA/Priority Schools in the application. Under KRS 160.107, only PLA/Priority Schools identified under KRS 160.346 may be included in a district's application WITHOUT buy-in and votes of the eligible employees of the school. However, no evidence of school participation as required under KRS 160.107 for the non-PLA/Priority Schools listed were included in this district's application. The MOU will detail the schools covered under the District of Innovation status, which at this time will only include the state-identified PLA/Priority Schools listed in the application and will not include the non-PLA Schools listed in the application.**

**In addition, the district's application indicated a letter of support was forthcoming from the Jefferson County Teachers' Association (JCTA). To insure the success of these proposals, the MOU with the district will rely upon indication from the JCTA that they support the efforts of this application.**

**Waivers Requested:**

1. Waiver of persistently low-achieving school options to add a 5<sup>th</sup> option to create a school of innovation at a PLA school. The district cited KRS 160.346 in this waiver request. Relevant as well to this waiver request is 703 KAR 5:180.

**KDE RECOMMENDS APPROVAL – This is conditional on the district coordinating this plan with the education recovery staff (ER) assigned to the district and securing the ER staff approval, to the extent permitted under KRS 156.108 and KRS 160.107 and with terms to be established in the memorandum of understanding with the district.**

2. Waiver of 703 KAR 5:240 which defines A1 status for schools and use of 704 KAR 3:390 describing A5 and A6 schools to expand which students may be served by an A5 district-wide school.

**KDE RECOMMENDS APPROVAL – This is conditional on the district coordinating this plan with the education recovery staff (ER) assigned to the district and securing the ER staff approval, to the extent permitted under KRS 156.108 and KRS 160.107 and with terms to be established in the memorandum of understanding with the district.**

3. Waiver of EPSB local educator assignment data (LEAD) administrative regulation to reconsider what constitutes the teacher of record. The district cited 16 KAR 1:050 in this waiver request.

**KDE RECOMMENDS DENIAL - KRS 156.108 and KRS 160.107 do not grant the Kentucky Board of Education waiver authority over EPSB statutes and regulations. KDE will assist the district in communicating with EPSB regarding currently available alternative certification options for teachers to accomplish this goal.**

4. Waiver of KRS 158.070 and 702 KAR 7:140 setting the school year and school day requirements to allow the district to educate students in different settings by creating staggered school days for some students so that they have a schedule that works for them.

**KDE RECOMMENDS APPROVAL – This is conditional on the district’s coordinating this plan with the education recovery staff (ER) assigned to the district and securing the ER staff approval, to the extent permitted under KRS 156.108 and KRS 160.107 and with terms to be established in the memorandum of understanding with the district.**

5. Waiver of KRS 158.070’s restriction on the minimum term required of a teacher with the allowance for the district to give the teachers additional compensation and for JCTA to later set additional conditions on the district’s actions under this waiver.

**KDE RECOMMENDS APPROVAL – This is conditional on the district coordinating this plan with the education recovery staff (ER) assigned to the district and securing the ER staff approval, to the extent permitted under KRS 156.108 and KRS 160.107 and with terms to be established in the memorandum of understanding with the district.**

6. Waiver of compulsory attendance requirements and SEEK funding requirements based on average daily attendance. The district cited KRS 159.010 and 702 KAR 7:125 in this waiver request but KRS 159.010’s compulsory attendance requirement, which the KBE could not waive, does not appear relevant to this request.

**KDE RECOMMENDS APPROVAL IN PART AND DENIAL IN PART – This is conditional on the district coordinating this plan with the education recovery staff (ER) assigned to the district and securing the ER staff approval, to the extent permitted under KRS 156.108 and KRS 160.107 and to the extent permitted under KRS 156.108 and KRS 160.107 and with terms to be established in the memorandum of understanding with the district. In addition, this proposal is approved only to the extent that, pursuant to KRS 160.107, it “modifies the formula under KRS 157.360(2) for distributing Support Education Excellence in Kentucky funds for students in average daily attendance in nontraditional programming time, including alternative programs and virtual programs. Funds granted to a district shall not exceed those that would have otherwise been distributed based on average daily attendance during regular instructional days” (emphasis added). KRS 156.108 and KRS 160.107 do not grant the Kentucky Board of Education the authority to waive the compulsory attendance requirements set forth in KRS 159.010. To the extent approval of this waiver would violate the requirements of KRS 159.010, this request would be denied.**

7. Waiver of graduation requirements specific to subject matter but in compliance with the requirement that the alternative under the waiver meet the requirements of KRS 156.108

and 160.107 (but no details how or what they plan to do). The district cited KRS 156.160 and 704 KAR 3:305 in this waiver request.

**KDE RECOMMENDS APPROVAL – This is conditional on the district coordinating this plan with the education recovery staff (ER) assigned to the district and securing the ER staff approval, to the extent permitted under KRS 156.108 and KRS 160.107 and with terms to be established in the memorandum of understanding with the district. This approval is further conditioned, pursuant to KRS 160.107, to “ensure that high school course offerings meet or exceed the minimum required under KRS 156.160 for high school graduation or meet early graduation requirements...” in existing statute.**

8. Waiver of EPSB certification requirements for persons to hold certified positions and perform certified duties in school districts. The district cited KRS 161.020 (and stated that the district would not evaluate these employees under certified evaluation in 16 KAR 1:010) in this waiver request.

**KDE RECOMMENDS DENIAL - KRS 156.108 and KRS 160.107 do not grant the Kentucky Board of Education waiver authority over EPSB statutes and regulations. KDE will assist the district in communicating with EPSB regarding currently available alternative certification options for teachers to accomplish this goal.**

## ***Taylor County***

### **Application Summary and “Big Ideas”:**

Taylor County’s application begins in this way:

“Imagine a school where there are no bells, no schedules. Students move about freely with a set of standards to complete. They select teachers that fit their preferred learning style. Their learning is 100% individualized, and they make decisions every day which impact how that learning progresses.

Imagine further a school where industry and business professionals are allowed to teach students useable, real world skills and pass on the knowledge they have gained. Students will become employees who enter the workforce with clear expectations and the soft skills to be tomorrow’s problem solvers.

We envision a public school environment that mirrors a college campus. Students are responsible for their personal education and goal setting, but with a system of remediation, intervention, and acceleration to lay the foundation for college/career success. Students will be fully supported through an extensive infrastructure system. Students will enjoy comprehensive learning opportunities to better prepare them for the global economy of the 21<sup>st</sup> century. We will produce students who are able to adapt to new challenges, broaden their learning base, and exit public school prepared for anything”.

This is Taylor County’s application in a nutshell. The plan describes various initiatives that will create the environment described above.

Of significant note in Taylor County’s application is the inclusion of a long-range plan that outlines key milestones:

#### **3-Year Goals**

- Continue to lead state in utilization of CIITS
- Extend the 1:1 iPad initiative to middle school
- New high school completed, new performance-based campus started
- New cadre of adults with content knowledge but not traditional educators in place
- Flexible schedules and calendars for all high school students
- Standards-based report cards

#### **7-Year Goals**

- Flexible schedules and calendars for all middle school and high school students
- True personalized learning with no bell schedules and flexible plans and facilitators
- Move from delivery of content to facilitation of learning

## 10-Year Goals

- Open classrooms with students moving between the three buildings of the campus based on mastery, need and interest
- Becoming a model for personalized learning for Kentucky and the nation
- Early exposure to career opportunities for students to assist in planning their “pathway”

## Waivers Requested:

(Note: Taylor County also sought buy-in from the district (eligible employees, it appears) on waiving the 180-day wait period from time of application for implementation of the innovation plan, at page 85 of the application. This has not been specifically requested as a waiver in the application and is not being recommended for approval.)

1. Waiver of funding (based on average daily attendance) and state mandated test taking requirements so students can take the tests upon completion of the course or grade and not have to wait until the end of the semester/year. The district cited 702 KAR 7:125 (pupil attendance regulation with SEEK funding based on student average daily attendance) in this waiver request. The district did not cite a regulation in its assessment waiver request.

**KDE RECOMMENDS APPROVAL to the extent permitted under KRS 156.108 and KRS 160.107 and with terms to be established in the memorandum of understanding with the district - This approval is conditional, pursuant to KRS 160.107, upon the requirement that there is no waiver of compliance with the state assessment system specified in KRS 158.6453. In addition, this proposal is approved only to the extent that, pursuant to KRS 160.107, it “modifies the formula under KRS 157.360(2) for distributing Support Education Excellence in Kentucky funds for students in average daily attendance in nontraditional programming time, including alternative programs and virtual programs. Funds granted to a district shall not exceed those that would have otherwise been distributed based on average daily attendance during regular instructional days” (emphasis added).**

2. Waiver of the KEES funding statute so funds can pay for early college credit classes while students are still in high school. The district cited KRS 164.7874 in this waiver request.

**KDE RECOMMENDS DENIAL - KRS 156.108 and KRS 160.107 do not grant the Kentucky Board of Education waiver authority over KEES funding. KDE will assist the district in communicating with KHEAA to determine any available options to accomplish this goal.**

3. Waiver of EPSB certification restrictions on subject areas so current teachers can teach additional subjects. The district cited KRS 161.048(2)(a-d) in this waiver request.

**KDE RECOMMENDS DENIAL - KRS 156.108 and KRS 160.107 do not grant the Kentucky Board of Education waiver authority over EPSB statutes and regulations. KDE will assist the district in communicating with EPSB regarding currently available alternative certification options for teachers to accomplish this goal.**

4. Waiver of class size restrictions for multi-age, self-paced classrooms, with individualized learning stations where students learn standards at their own pace. The district cited 702 KAR 3:190 in this waiver request.

**KDE RECOMMENDS APPROVAL**

5. Waiver of graduation requirements specific to subject matter so the district can tailor specific subjects to student interests and the student's service plan. The district cited 704 KAR 3:305 in this waiver request.

**KDE RECOMMENDS APPROVAL - Approval is conditional upon and pursuant to KRS 160.107, the assurance "...that high school course offerings meet or exceed the minimum required under KRS 156.160 for high school graduation or meet early graduation requirements..." in existing statute.**