

### **Curriculum**

The curriculum in each school shall be designed to achieve the student capacities established by KRS 158.645 and the school goals established by KRS 158.6451. The curriculum shall comply with all applicable state and federal statutes and regulations.

#### **CAPACITIES**

The curriculum shall allow and assist all students to acquire the following capacities:

1. Communication skills necessary to function in a complex and changing civilization;
2. Knowledge to make economic, social, and political choices;
3. Core values and qualities of good character to make moral and ethical decisions throughout his or her life;
4. Understanding of governmental processes as they affect the community, the state, and the nation;
5. Sufficient self-knowledge and knowledge of his/her mental and physical wellness;
6. Sufficient grounding in the arts to enable each student to appreciate his/her cultural and historical heritage;
7. Sufficient preparation to choose and pursue his/her life's work intelligently;
8. Skills to enable him/her to compete favorably with students in other states.

#### **COUNCIL RESPONSIBILITY**

The council of each school operating under School Based Decision Making shall adopt school policy to be implemented by the principal in each of the areas specified in policy 02.4241.

In any school administered under the provisions of KRS 160.345, the curriculum and the instructional program may be determined by school policy adopted by the school council. All council policies shall be designed to meet student academic expectations and goals established by statute, regulation and Board policy.

#### **STUDENTS WITH DISABILITIES**

The Board shall operate programs for students with disabilities in accordance with the legal obligations contained in the District's policy and procedures manual relating to such programs.

#### **REFERENCES:**

KRS 156.160, KRS 158.075, KRS 158.301; KRS 158.305  
KRS 158.645, KRS 158.6451, KRS 158.6453  
KRS 160.345  
704 KAR 003:305, 704 KAR 003:440  
Kentucky's Core Academic Standards

#### **RELATED POLICIES:**

Section 02.4 (All Policies)

Adopted/Amended: 08/12/2002  
Order #: 012572

**Course of Study****DEVELOPMENT**

The Superintendent shall develop and disseminate to the schools a course of study for primary school through twelfth grade that will include minimum statutory and regulatory requirements<sup>1</sup> and additional requirements as specified by the Board.

**IMPLEMENTATION**

Each teacher shall implement the course of study prescribed for the assigned grade and subject area.<sup>2</sup>

**SBDM SCHOOLS**

In schools operating under SBDM, the council shall determine curriculum for the school.

**SYLLABUS**

Teachers at all levels (preschool through adult education) shall develop a syllabus for each course, grade/level or subject (single and/or interdisciplinary area) they teach to communicate to students and parents the following information:

1. Prerequisites for the course
2. Topics to be covered
3. Order of material to be covered
4. Resources to be used
5. Planned testing points
6. Performance standards and expectations

Each year teachers shall distribute a current syllabus to their students and the students' parents/guardians as directed by the Superintendent/designee.

The Principal/designee shall make pertinent student achievement data available to each teacher and, in keeping with policies set by the council, monitor the process of reviewing and updating syllabi in response to such data.

**REFERENCES:**

<sup>1</sup>704 KAR 003:303

704 KAR 003:305

<sup>2</sup>KRS 161.170

KRS 158.100

KRS 158.645, KRS 158.6451

KRS 156.160, KRS 160.345

702 KAR 007:125, 703 KAR 004:060, 704 KAR 003:340

Adopted/Amended: 08/28/2000

Order #: 012103

## Graduation Requirements

### MINIMUM GRADUATION REQUIREMENTS

In order to graduate from Gallatin County High School, students must complete all other state and local requirements and a minimum of twenty-five (25) credits.

SUBJECT AREAS		NO. OF ELECTIVES	TOTAL CREDITS
Credits	Courses		
4 – English	English I, II, III, IV		
3 – Social Studies	Geography, World History, U. S. History		
4 – Mathematics	Algebra I, Algebra II, Geometry, and one (1) elective	8	25
4 - Science	Environmental Science, Biology, Physical Science, and one Science elective		
½ –Physical Education	Physical Education		
½ – Health	Health		
1 – History & Appreciation of Visual and Performing Arts	Humanities (2 consecutive years of visual or performing art may be substituted)		

All required courses shall include content contained in the Kentucky Core Academic Standards, and electives shall address academic and career interest standards-based learning experiences, including four (4) credits in an academic or career interest based on the student's individual learning plan.

### ADDITIONAL GRADUATION REQUIREMENTS

In order to graduate, students must fulfill the following additional requirements:

1. Complete all portions of the State Assessment Program.
2. Complete a minimum of eight (8) semesters of high school enrollment.
3. Complete an Individual Learning Plan that emphasizes career plans and courses a student intends to take. (A student plan can be altered by the student and parent.)
4. Complete and pass a Senior Culminating Project.
5. Follow the promotions policy in regards to grade-level assignments.
6. Meet all graduation requirements to participate in graduation exercises and graduation night.

The high school student handbook shall include complete details concerning specific graduation requirements.

**Graduation Requirements****BASIC DIPLOMA (STATE MINIMUM)**

As noted above, a student must receive the required number of credits in the prescribed domains to be granted a traditional Diploma from Gallatin County. While it is anticipated that all students will meet this standard, the Board recognizes there may be extenuating circumstances that prevent some students from successfully completing all the standards. In an effort to meet the needs of the total student population, students meeting the following criteria may apply for a Gallatin County Basic High School Diploma that meets the State minimum requirements as set forth in 704 KAR 003:305.

1. Receive recommendation from the Principal's Committee for participation in the program
2. Be enrolled in Gallatin County high school for two (2) semesters
3. If students are under eighteen (18), must have written permission from their parent/guardian for participation in the program
4. Meet the Kentucky Minimum High School Graduation Requirements as outlined in 704 KAR 003:305

In Gallatin County, it is expected that all students will be enrolled for eight (8) semesters of high school. This expectation will also apply for Basic Diploma students. Enrollment may include one (1) or a combination of the following: regular classroom instruction, alternative classroom instruction, on-line credit recovery or cooperative work experience placements. Exceptions to the eight (8) semester rule will only be considered if the class with which he/she entered high school is graduating.

<b>GALLATIN COUNTY SCHOOL DISTRICT HIGH SCHOOL GRADUATION REQUIREMENTS BASIC HIGH SCHOOL DIPLOMA</b>	
<b>Domain</b>	<b>Number of Units</b>
Language Arts	Four (4) including English I, II, III, and IV
Mathematics	Four (4) including Algebra I, Algebra II, Geometry, and one (1) math elective as provided for in the <u>Kentucky Core Academic Standards (704 KAR 003:303)</u> .
Social Studies	Geography, World History, U.S. History
Science	Three (3) including Biology, physical science, and environmental science as provided for in the <u>Kentucky Core Academic Standards (704 KAR 003:303)</u> .
Health	One-half (1/2)
Physical Education	One-half (1/2)
Visual & Performing Arts	One (1) to include a history and appreciation of visual and performing arts or another arts course which incorporates this content.
<b>Electives</b>	<b>Seven (7)</b>
<b>TOTAL</b>	<b>Twenty-two (22)</b>

Note: All students must complete an Individual Learning Plan.  
All students shall complete the required state assessments at grade levels  
All students must complete and pass the Senior Culminating Event.

Students must meet additional requirements as established in 704 KAR 003:305, including a requirement to take at least one (1) language arts and one (1) mathematics class each year of high school in order to graduate. Students that do not meet the college readiness benchmarks for English and language arts and/or mathematics shall take a transitional course or intervention before exiting high school.

**Graduation Requirements****OTHER PROVISIONS**

The Board may grant different diplomas to those students who complete credits above the minimum number as established by the Kentucky Board of Education. In addition, the Board may award a diploma to a student posthumously indicating graduation with the class with which the student was expected to graduate.

The Board, Superintendent, Principal, or teacher may award special recognition to students.

High school diplomas shall be awarded to students with disabilities in compliance with applicable legal requirements.<sup>3</sup>

In keeping with statutory requirements, the District shall accept for credit toward graduation and completion of high school course requirements an advanced placement or a high school equivalent course taken by a student in grades 5, 6, 7, or 8 if that student attains performance levels expected of high school students in the District as determined by achieving a score of "3" or higher on a College Board Advanced Placement examination or a grade of "B" or better in a high school equivalent.<sup>2</sup>

**DIPLOMAS FOR VETERANS**

In keeping with statute and regulation, the Board shall award an authentic high school diploma to an honorably discharged veteran who did not complete high school prior to being inducted into the United States Armed Forces during World War II, the Korean conflict, or the Vietnam War.<sup>1</sup>

**REFERENCES:**

<sup>1</sup>KRS 40.010

<sup>2</sup>KRS 158.622

<sup>3</sup>KRS 156.160; 20 U.S.C. sec. 1414

KRS 158.140; KRS 158.860; KRS 158.645; KRS 158.6451

013 KAR 002:020; 702 KAR 007:125; 703 KAR 004:060

704 KAR 003:303; 704 KAR 003:305; 704 KAR 003:340; 704 KAR 007:140

OAG 78-348; OAG 82-386; Kentucky Core Academic Standards

**RELATED POLICIES:**

08.1131, 08.14, 08.22

09.126 (re requirements/exceptions for students from military families)

Adopted/Amended: 07/23/2012

Order #: 2012.433

**Preschool Education**

The Board shall provide a developmentally appropriate preschool education program in compliance with applicable statutes and administrative regulations.

Plans for the preschool program shall include transportation and supervision guidelines consistent with the mental and physical characteristics of preschool students. The Principal/designee shall designate another adult to provide back-up assistance when only one (1) employee is responsible for supervising a group of preschool students.

**REFERENCES:**

KRS 157.226; KRS 157.3175

702 KAR 003:250

702 KAR 005:150

704 KAR 003:410

704 KAR 003:420

707 KAR 001:002 et seq.

20 U.S.C. Section 1400 et seq.

Adopted/Amended: 10/15/1998

Order #: 012547

### Alternative Credit Options

In addition to regular classroom-based instruction, students may earn credit through the following means.

#### **ONLINE COURSES**

Students may earn academic credits for online courses to count toward graduation requirements. This may be waived in relation to a student on the Commonwealth Diploma track.

Credit from an online course may be earned only in the following circumstances:

1. The course is not offered at the high school and is needed for graduation requirements; or if the course is offered; the student will not be able to take it due to an unavoidable scheduling conflict that would keep the student from meeting graduation requirements.
2. The course will serve as a supplement to extend homebound instruction.
3. The student has been expelled from the regular school setting but educational services are to be continued.
4. The Principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment.
5. The student must be enrolled in the District.
6. The student must complete prerequisites for the course(s).
7. The student must have teacher/counselor recommendations to confirm the student possesses the maturity level to function effectively in an online learning environment. Online courses may be subject to review by the Superintendent/designee for conformance with Kentucky Core Academic Standards and District graduation requirements.
8. The Principal/designee must give approval before the student enrolls in the class or drops a class after beginning the class.
9. A student enrolled in an online course that is paid for by the District must complete the course. If the course is not completed, the student must reimburse the District for the tuition and will not be allowed to enroll in another online course.  
Online courses are to be paid in full by the student with no reimbursement from the Board.
10. Students will earn one (1) credit for each online course completed.
11. Students should complete the online course within the time frame of the Gallatin County High School (GCHS) semester calendar. (This also depends on the classes offered by online; some extend a year in length.)
12. Final tests or the equivalent must be taken at school under school supervision, unless otherwise authorized by the Principal/designee.
13. Online tuition fees (for courses that are mandated for graduation) and other costs will be paid by the Board (from funds allocated to the school) for a maximum of three (3) courses per student. These courses must be scheduled during the four (4)-period school day, be within budgetary parameters, and be taken under the supervision of the Distance Education Coordinator. The Board will also pay for classes deemed appropriate for expelled students in alternative settings or for homebound students taking courses away from the school site.

**Alternative Credit Options****ONLINE COURSES (CONTINUED)**

14. The tuition fee for an online course shall be borne by the student for courses completed outside the four (4)-period school day and with a personal computer or for courses that are not mandated for graduation.

The District shall recognize only those online courses that meet the international standards for online teachers, courses, and programs that have been adopted by the Kentucky Department of Education.

**SUPERVISING/MONITORING STUDENTS TAKING ONLINE COURSES**

Through its policies and/or supervision plan, the school shall be responsible for providing appropriate supervision and monitoring of students taking online courses.

**REFERENCE:**

KRS 158.622

**RELATED POLICIES:**

08.113  
08.2323  
09.1221  
09.3  
09.435

Adopted/Amended: 07/23/2012  
Order #: 2012.433

**Instructional Organization****PHYSICAL ORGANIZATION**

Elementary school consists of primary school (P) through grade five (5). Middle school consists of grades five (5) through eight (8). High school consists of grades nine (9) through twelve (12).

**CURRICULAR ORGANIZATION**

For curricular purposes, preschool through grade five (5) shall be considered elementary childhood education; grades six through eight (6-8), middle childhood education; and grades nine through twelve (9-12), secondary education.

**REFERENCES:**

KRS 157.320

KRS 158.030

KRS 157.3175

Adopted/Amended: 04/24/1996

Order #: 0579

**Basic Classroom**

The District shall maintain academic class sizes in accordance with state law and Kentucky Board of Education administrative regulations.

**REFERENCES:**

KRS 157.360; 702 KAR 003:190  
OAG 83-383

Adopted/Amended: 04/24/1996

Order #: 0579

**Exceptional Classes**

**EXCEPTIONAL CLASSES**

Membership per class for each category of exceptionality shall be in compliance with applicable statutes, regulations, and federally mandated legal obligations.

**REFERENCES:**

707 KAR Chapter 1

KRS 157.360

**RELATED POLICY:**

08.1312

Adopted/Amended: 04/24/1996

Order #: 0579

**Career and Technical Education****MAXIMUM ENROLLMENT**

The maximum enrollment of students in career and technical education classrooms, laboratory or shop settings, and out-of-school settings shall be in compliance with Kentucky Administrative Regulations.

Schools operating under SBDM shall determine class size maximums for career and technical classes. However, the number of students enrolled in a class shall not exceed the number of work stations available in the facility.

**PROGRAMS PROVIDED**

District career and technical education programs shall meet all requirements established by governance authorities.

**REFERENCES:**

KRS 156.488; KRS 157.072; KRS 157.360

KRS 158.810; KRS 158.812; KRS 158.814; KRS 158.816; KRS 158.818

705 KAR 004:231

Adopted/Amended: 09/24/2001

Order #: 012312

**Students With Disabilities****LEGAL OBLIGATIONS**

The Board shall operate programs for students with disabilities in accordance with the legal obligations contained in the special education and section 504 procedures relating to such programs.

In situations involving students with disabilities, the Board shall determine whether to file for due process hearings, or appeals therefrom, on behalf of the District, except in the following situations: The Superintendent/designee is authorized to request due process hearings and to file for extensions and appeals therefrom, and to request injunctive relief, due to substantial likelihood of harm/danger/likelihood of injury by or of a student. The Superintendent/designee is authorized to file for mediation on behalf of the Board and to file appeals from the Kentucky Department of Education Special Education Complaint decisions on behalf of the Board.

**ASSESSMENT**

District special education programs and related services shall meet all requirements established by governance authorities.

(See the above referenced District procedure information for students with disabilities.)

**REFERENCES:**

Individuals with Disabilities Education Improvement Act of 2004

District 504 procedures

KRS 157.200

707 KAR Chapter 1

A complete listing of pertinent legal references is contained in the District's special education and section 504 procedures, which are incorporated herein by reference.

**RELATED POLICY:**

09.126 (re requirements/exceptions for students from military families)

Adopted/Amended: 07/28/2003

Order #: 0127243

**Home/Hospital Instruction****PURPOSE**

Home/hospital instruction provides educational services to students who cannot attend school for extended periods due to temporary or recurring conditions, including fractures, surgical recuperation, or other physical, health, or mental conditions. An "extended period" refers to an absence for more than five (5) consecutive school days.

Home/hospital instruction will be a minimum of two (2) visits per week with one (1) hour of instruction per visit, which is equivalent to one (1) child's attendance in school for five (5) days. Students on extended placement in home/hospital instruction may receive virtual/online instruction, which would be in addition to the minimum two (2) one (1)-hour visits per week. A parent or responsible adult must be present in the home/hospital room during the time the home/hospital teacher is present.

**ELIGIBILITY**

Determination of a student's eligibility and provision of services for home/hospital instruction shall be made in compliance with applicable statutes and regulations. In accordance with KRS 159.030(2), the Board shall require evidence for students exempted from school attendance more than six (6) months. An exemption shall be reviewed annually.

At any time based on changes in the student's condition, the home/hospital review committee may schedule a review of the student's continued eligibility for home/hospital instruction.

The Admissions and Release Committee (ARC) shall determine homebound placement for a student with disabilities. The 504 Team for a student may facilitate submission of an application to the review committee.

**SECONDARY STUDENTS**

A high school student placed on home/hospital instruction for extended periods may carry all appropriate credits during the first semester of placement. Except for students with an Individual Education Plan (IEP) or a 504 plan, the number of credits to be carried during all subsequent semesters of placement shall be determined on a case-by-case basis by the review committee, based on the following criteria:

1. The student's ability to work independently during extended periods without direct assistance.
2. The student's capacity to complete assignments within a reasonable time frame.
3. The likelihood that the student will be able to complete course criteria required for graduation, as required by the Kentucky's Core Academic Standards.
4. When considering the student's condition, should s/he take a full or reduced course load? (If a reduced course load is appropriate, the committee shall determine the number of courses the student may take.)

**Home/Hospital Instruction****STUDENTS WITH DISABILITIES**

Based on documentation of student need, including medical or mental health evaluation information, a student with disabilities may be placed in the home/hospital instructional program if his/her individual education plan (IEP) specifies such placement is the least restrictive environment for providing services. The ARC Chair shall provide written notice of eligibility and documentation to the District Director of Pupil Personnel for purposes of program enrollment.

The Admissions and Release Committee (ARC) or 504 Team shall determine on a case-by-case basis the type and extent of homebound services for a student at the secondary level and the number of credits the student will be permitted to earn while on home/hospital instruction.

**REFERENCES:**

KRS 157.270

KRS 157.360

704 KAR 007:120

KRS 159.030

**RELATED POLICIES:**

09.122

09.123

Adopted/Amended: 07/25/2005

Order #: 0127639

## **Gifted and Talented Students**

### **DISTRICT PROVIDES**

The District shall formally identify students in grades four through twelve (4-12) for participation in the District's Gifted and Talented program. Students in the primary program (P1-P4) who display gifted or talented characteristics shall be selected through an informal process, be placed in a talent pool and receive services that allow continuous progress.

In compliance with applicable statutes and administrative regulations, the District shall provide appropriate multiple service options in an environment that addresses the abilities, interests and needs of students eligible for services in one (1) or more of the following categories: general intellectual aptitude; specific academic aptitude; creative or divergent thinking; psychosocial or leadership skills; and visual or performing arts.

The definitions specified in 704 KAR 003:285 shall be used in the operation of the District's programs for gifted and talented students.

### **IDENTIFICATION/DIAGNOSIS AND ELIGIBILITY**

In compliance with 704 KAR 003:285, the Superintendent/designee shall develop strategies to address identification and diagnosis of the strengths, behaviors and talents of these students. Determination of eligibility for gifted and talented services shall be based on the student's individual needs, interests and abilities and shall be designed to address environmental and cultural factors that may contribute to the student being overlooked, such as whether the student is economically disadvantaged, or underachieving, is a member of a racial or ethnic minority or has a disability.

The District's plan for identifying gifted and talented students shall:

1. Employ a multi-faceted approach and utilize on-going and long-term assessment;
2. Be based on a variety of valid and reliable measures to include both informal and formal techniques and other data specific to each category of giftedness, consistent with standards established by Kentucky Administrative Regulation;
3. Screen students for all areas of giftedness as defined by KRS 157.200.

Based on data gathered by the Gifted/Talented coordinator or gifted education teacher, a selection/placement committee shall determine those students who are eligible for gifted education services and the level of the services to be provided. This committee shall consist of the Principal or designee, the Gifted/Talented Coordinator and/or the gifted education teacher, classroom teacher(s), teacher(s) of students with disabilities, counselor(s), and consulting professional(s), as appropriate.

Prior to selection or formal identification and placement of a student, the District shall obtain parental or guardian permission before administering an individual test to the student given as a follow-up to a test routinely administered to all students and used in formal identification. If it is determined that their child is eligible for gifted education services, parents/guardians also shall be notified, at least once annually, of the services included in the gifted and talented student services plan and shall receive a copy of the procedures to be followed should they wish to appeal the appropriateness of services.

**Gifted and Talented Students****SERVICES**

Gifted and talented students shall be provided with a student services plan that meets requirements set out in administrative regulation.

Each school shall adjust its curriculum to meet the needs of gifted and talented students. Gifted and talented students shall be served in a manner that:

1. Extends learning beyond the standard curriculum;
2. Provides flexible curricular grouping and differentiated curriculum experiences commensurate with the student's interests, needs and abilities; and
3. Helps the student to attain, to a high degree, the goals established by statute and the Board.

Procedures and strategies to implement this policy shall identify the following:

- A variety of appropriate options for grouping by ability, interest and/or need,
- Multiple service options reflecting continuous progress through a logical sequence of learning,
- Means of obtaining parental input for use in determining appropriate services,
- A gifted and talented student services plan format that provides for matching a formally identified gifted student's interests, needs, and abilities to differentiated service options, and
- A plan for reporting to parents, at least once each semester, regarding their child's progress in services included in the student's services plan.

Neither the primary program, nor any grade level shall be served by only one (1) gifted education service option.

**PERSONNEL**

The Superintendent shall appoint a Gifted/Talented Coordinator who shall oversee the operation of the District's Gifted and Talented program and assist schools in implementing the provisions of this policy. The Gifted/Talented Coordinator shall oversee the expenditure of funds for gifted education to ensure they are used to provide direct services to identified students.

Teachers of gifted and talented students shall meet requirements for certificate endorsement as established in Kentucky Administrative Regulation. Through professional development activities, all teachers shall receive training on identifying and working with gifted and talented students.

**PROGRAM EVALUATION**

The Gifted/Talented Coordinator shall coordinate the annual, on-going process of evaluating all aspects of the gifted education program and make recommendations for upgrading those areas found to be deficient. Data collected in the annual evaluation shall be used in the comprehensive improvement planning process, and results of the evaluation shall be presented to the council in SBDM schools for review of instructional progress and to the Board who shall determine if District goals are being accomplished.

**Gifted and Talented Students****GRIEVANCES**

Students or parents who wish to file a grievance or appeal concerning the following areas may do so under the process outlined in administrative procedures:

1. The District's process for selecting students for talent pool services;
2. The District's process for formal identification of gifted and talented students or
3. The appropriateness and/or adequacy of talent pool services or services addressed in a formally identified student services plan.

This policy and the procedures to implement it shall be made available for public inspection.

**REFERENCES:**

KRS 157.196; KRS 157.200; KRS 157.224

KRS 157.230; KRS 158.6451; KRS 161.052; KRS 161.095

703 KAR 004:040; 704 KAR 003:285

016 KAR 002:110, 016 KAR 004:010

*A Framework to Provide Successful Learning Opportunities for Gifted and Talented Students*, Kentucky Department of Education

**RELATED POLICY:**

09.126 (re requirements/exceptions for students from military families)

Adopted/Amended: 08/12/2002

Order #: 012572

**Extended School/Supplemental Educational Services****PLAN FOR DIAGNOSING**

The Superintendent/designee shall develop a plan for diagnosing and addressing student academic deficiencies by providing extended school services (ESS) and supplemental educational services (SES) as required by federal or state law.

**EXTENDED SCHOOL SERVICES**

The Board shall provide extended school services consistent with students' intervention or individual learning plans, requirements of 704 KAR 003:390, and local plans and procedures.

The District may provide extended school services during the regular school day when a waiver for alternative service delivery has been obtained. Extended school services offered during the summer shall be available to all eligible students residing in the District regardless of whether they attend District schools.

Because the Kentucky request to the U. S. Dept. of Education for flexibility was granted, the following section is waived through the 2013-2014 school year.

**SUPPLEMENTAL EDUCATIONAL SERVICES**

Eligible students shall be provided supplemental educational services as required by federal law.<sup>1</sup>

The District shall post on the District/school web site(s) information about available supplemental educational services in keeping with federal regulatory requirements.

**REFERENCES:**

- <sup>1</sup>P. L. 107-110 (No Child Left Behind Act of 2001)
- 34 CFR 200.45 – 200.48
- KRS 158.070
- 704 KAR 003:390

Adopted/Amended: 07/23/2012  
Order #: 2012.433

**Federal Funding**

The Board may participate in federal programs which in the judgment of the administrative staff shall be beneficial to the total school program. All projects written to secure federal funds shall be on the recommendation of the Superintendent and approval of the Board.

In keeping with the requirements of ESSIA<sup>1</sup> and EDGAR<sup>2</sup>, the Board assures:

1. A salary schedule which applies to all instructional personnel,
2. Equivalence among schools in teachers, administrators, and auxiliary personnel,
3. Equivalence among schools in the provision of curriculum materials and instructional supplies, and
4. Parental consultation in project planning, implementation and evaluation.

The Board shall comply with all federal and state certification requirements for alcohol and drug abuse education and prevention programs.

**REFERENCES:**

<sup>1</sup>Elementary and Secondary School Improvement Amendments

<sup>2</sup>Education Department General Administrative Regulations

20 USCA, Sec. 3801, et. seq.

704 KAR 003:292

34 CFR 200.53 Parts 75, 76, and 98

P. L. 101-226

**RELATED POLICIES:**

03.13251

03.23251

09.423

Adopted/Amended: 04/24/1996

Order #: 0579

### **Title I - Parent Involvement Policy**

This policy and the plan to implement it have been developed jointly and in agreement with, and will be distributed to, parents of students participating in the Title I program. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand. This policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

#### **EXPECTATIONS FOR PARENT INVOLVEMENT**

Contingent on confirmation of resources and other necessary information being provided by state and federal authorities, it is the intent of the Board that parents of participating students shall be provided with flexible opportunities for organized, on-going, and timely participation in the planning, review, and improvement of the Title I program, including opportunities to suggest modifications, based on changing needs of parents and the schools.

All comments indicating parents' dissatisfaction with the Title I plan shall be collected and submitted along with the plan to the Department of Education.

The Title I program shall be designed to assist students to acquire the capacities and achieve the goals established by law, as well as the goals and standards established by the Board. These goals and standards shall be shared with parents in a manner that will give them: (1) timely information about programs; (2) a description and explanation of the school's curriculum, the forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet; the achievement level of their child on each of the state academic assessments; and (3) if requested, opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children.

#### **SUPPORT FOR PROGRAM**

If the District's Title I allocation is \$500,000 or more, the District shall reserve not less than one per cent (1%) of its allocation for the purpose of promoting parent involvement and shall distribute to Title I schools not less than ninety-five percent (95%) of the reserved funds. Parents of participating students shall be provided the opportunity to help decide how this portion of the Title I funds will be allotted for parental involvement activities.

The District will provide coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. These measures may include, but shall not be limited to, the following:

1. Designation of resources to assist in communicating with parents, transporting them to meeting sites and/or implementing home visits, providing child-care for meetings, encouraging them to use available parent resource centers, and working with them to improve parenting skills, particularly those that will assist them in working with their child to improve his/her educational achievements. Resources may include individuals, agencies, materials, and services.

**Title I - Parent Involvement Policy****SUPPORT FOR PROGRAM (CONTINUED)**

2. Sharing options for coordinating and integrating Title I program strategies with services of other community programs, businesses, and agencies.
3. Identification of ways in which parents can be involved in staff training activities to demonstrate the value of parent involvement and various techniques designed to successfully engage parents as equal partners in their child's education.
4. Making a good faith effort to convene an annual meeting at a convenient time to which all parents of participating children shall be invited and encouraged to attend for informing parents of their school's participation in and requirements for Title I programs and of their rights to be involved.
5. Designing and conducting an effective annual evaluation process whereby parents can share their ideas about the content and effectiveness of this policy in improving the academic quality of schools receiving Title I funds, and the plan designed to implement it. The process shall focus on the following questions:
  - Does this policy increase parent participation?
  - What barriers to parent participation still exist, and how can they be reduced or removed?The findings produced by the annual evaluation shall be utilized to design strategies for school improvement and for revising this policy, if necessary.
6. In the design of activities and materials for parents, particular attention shall be given to reaching and involving those who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

**SCHOOL POLICY**

Each school shall submit to the Superintendent and Board, for review and comment, its Title I school parent involvement policy, which must meet all legal requirements, including a school-parent compact developed in keeping with legal requirements. This policy shall be developed jointly with, and distributed by the school to, parents of participating students.

A copy of each school's parent involvement policy and accompanying checklist shall be kept on file in the Central Office.

**REFERENCES:**

Section 1118 of Improving America's Schools Act (IASA) of 1994  
P. L. 107-110 (No Child Left Behind Act of 2001)  
KRS 157.077; KRS 158.645, KRS 158.6451  
KRS 158.865; KRS 158.866; KRS 158.867

**RELATED POLICIES:**

03.112, 08.1345, 09.11

Adopted/Amended: 07/28/2003  
Order #: 0127243

### **English as a Second Language**

The District shall provide an English language program to assist limited English language proficient students, including immigrant children and youth, to attain English proficiency and achieve the same high standards in the core academic subjects that all students in the District are expected to meet.

The Superintendent/designee shall direct the development of English language instruction educational program guidelines for the District:

- *Survey of Primary and Home Language* - At the time of initial enrollment, the parent/guardian of every student in the school (whether potential English language learners or not) shall be asked to complete a home language survey.
- *Annual Assessment of Proficiency* – Students whose primary or home language is other than English shall be administered an initial English language proficiency assessment to determine whether they are limited English language proficient according to the federal definition in NCLB, Title III.

Students identified as limited English language proficient shall receive an annual assessment of English language proficiency in reading, writing, speaking, and listening to measure progress and modify the individual Program Services Plan.

- *Individual Program Services Plan* – Assessment, placement, and the design of an individual Program Services Plan for students with limited English language proficiency shall be made in compliance with appropriate state and federal education requirements.

Instructional and related services shall be designed to meet the English language and academic needs of students while assisting them to participate in the general education curriculum and to overcome language barriers to grade promotion or high school graduation. Students identified as limited English language proficient shall be provided the opportunity to participate in the school's English language instructional program.

- *Parental Notification* – As required by law, the Principal shall send written notification to parents of limited English proficient students addressing the following:
  - (a) Student's need for placement in the program;
  - (b) Student's level of English proficiency;
  - (c) Methods of instruction used in the program;
  - (d) Student's lack of progress in the program;
  - (e) How the program will meet the individual learning needs of the student;
  - (f) How the program will help the student learn English;
  - (g) How the program will help the student meet achievement standards necessary for grade promotion and high school graduation; and
  - (h) Specific exit requirements for students in the program.

This notification shall be sent as follows:

- For students already participating in, or identified for participation in, a program for limited English proficiency, parents shall be notified no later than thirty (30) calendar days after the beginning of the school year;
- For students already participating in, or identified for participation in, a program for limited English proficiency, parents shall be notified no later than thirty (30) days after it is determined that those students are not making progress in the program; and

**English as a Second Language****PARENTAL NOTIFICATION (CONTINUED)**

- For students identified after the beginning of the school year, parents shall be notified no later than fourteen (14) calendar days following the student's placement in the program.

Parents also shall be informed how they can be involved, including how to help the student attain English proficiency, achieve at high levels in core academic subjects, and meet the state's academic achievement (content and performance) standards.

Parents shall receive annual notification of their child's progress on the state's English proficiency objectives and required state assessments.

- *Parental and Community Participation* – Parents and community members of limited English proficient children shall be given the opportunity to participate in and make recommendations for the District's language instruction educational programs.
- *Provision of Services* – Once their parent/guardian has received notification, limited English proficient students shall be provided services consistent with scientifically based research on teaching limited English proficient children, guidelines set out in the *Kentucky's Core Academic Standards*, and national, state, and local standards for English language proficiency and academic performance.

Services necessary for the student to access and be involved in the general education curriculum shall be provided by certified general education teachers and English as a Second Language staff, trained bilingual instructional assistants, and/or volunteers.

- *Evaluation of Progress* – English language instructional programs shall be evaluated on a regularly scheduled basis to determine whether progress is being made toward removing language barriers and to identify changes that need to be made in District program services. District staff shall monitor student access to equal educational opportunities, both instructional and extracurricular.
- *Program Exit Criteria* – The program guidelines shall include an evaluation process that includes establishment of objective exit criteria to indicate when students:
  - (a) Have developed the required proficiency in using English to speak, listen, read, and write with comprehension;
  - (b) Can enter and successfully participate in classrooms not tailored for limited English proficient children; and
  - (c) Can expect to graduate from high school.

**REFERENCES:**

P. L. 107-110 (No Child Left Behind Act of 2001), Title III, 3302 (20 U.S.C. §7012)  
Title VI of the Civil Rights Act of 1964; Equal Educational Opportunities Act of 1974  
Title VII of Improving America's Schools Act of 1994  
703 KAR 005:070; 704 KAR 003:305; *Kentucky's Core Academic Standards*  
*Lau v. Nichols*, 414 U.S. 563, 94 S.Ct. 786, 39 L.Ed.2d 1 (1974)

**RELATED POLICIES:**

02.4241; 09.13; 09.126 (re requirements/exceptions for students from military families)

Adopted/Amended: 07/26/2010

Order #: 2010-166

**Physical Education**

All elementary and secondary school pupils shall receive organized physical education instruction as recorded in the Kentucky's Core Academic Standards and in the minimum unit requirements for high school graduation set forth in 704 KAR 003:305.

In the event that a high school student's physical condition or religious convictions prohibit participation in the one-half (1/2) unit physical education course, the Board may authorize a variance in or exempt the student from graduation requirements for the course.<sup>1</sup> Upon presentation of a certificate from a licensed physician or an affidavit from the pastor of the church to that effect, a course may be substituted that is within the student's capabilities as specified by the physician or the student may be exempted from the course.

**REFERENCES:**

<sup>1</sup>704 KAR 004:010  
KRS 156.160  
704 KAR 003:305

**RELATED POLICY:**

08.113

Adopted/Amended: 04/24/1996  
Order #: 0579

**Pledge of Allegiance**

**STUDENT'S OPPORTUNITY TO PARTICIPATE**

Each student shall be afforded the opportunity to begin each school day with the Pledge of Allegiance to the Flag of the United States.<sup>1</sup>

No student shall be required to participate in the Pledge against the student's or the parents' wishes.<sup>2</sup>

**REFERENCES:**

<sup>1</sup>KRS 158.175(2)

<sup>2</sup>OAG 80-456

Adopted/Amended: 07/28/2003

Order #: 0127243

**Controversial Issues****JUDGMENT**

Teachers are expected to exercise reasonable and prudent judgement in the selection and use of materials and discussion of issues in their classrooms.

**ISSUES**

The study of controversial issues shall be objective and scholarly. Issues discussed shall be appropriate for and within the range of knowledge, understanding, age, and maturity of students and shall be current, relevant, and significant to the instructional program.

**MATERIALS**

All classroom materials shall be current, relevant, and significant to the instructional program. Materials shall be appropriate for and within the range of the knowledge, understanding, age and maturity of students.

**NOT DISRUPTIVE**

Neither issues nor materials that have a potentially disruptive effect on the educational process shall be discussed or chosen.

**CONFERENCE WITH PRINCIPAL**

Teachers who suspect that materials or a given issue may be inconsistent with this policy shall confer with the Principal prior to the classroom use of the materials or discussion of the issue. If the Principal is in doubt, he shall confer with the Superintendent.

**RELATED POLICIES:**

08.2322

08.234

Adopted/Amended: 04/24/1996

Order #: 0579

**Voter Registration and Participation**

Each high school shall provide twelfth (12th) grade students information on how to:

1. Register to vote;
2. Vote in an election using a ballot; and
3. Vote using an absentee ballot.

This information may be provided through classroom activities, written materials, electronic communication, Internet resources, participation in mock elections, and other methods identified by the Principal after consulting with teachers.

**REFERENCES:**

KRS 116.045

KRS 158.6450

Adopted/Amended: 07/25/2011

Order #: 2011.288

**Guidance**

Guidance and counseling services shall be provided for students.

**SERVICES**

Services provided by the guidance program shall consist of educational counseling; career and personal counseling; testing, and other services requested by students, parents, or staff.

**INDIVIDUAL LEARNING PLANS**

In keeping with Kentucky Administrative Regulation, the District shall implement an advising and guidance process to support development and implementation of an individual learning plan for each student that includes career development and awareness.

**CONFIDENTIAL MATERIAL**

All records and counseling information shall be kept in confidence.<sup>1</sup>

**REFERENCES:**

<sup>1</sup>KRE 506 (Kentucky Rules of Evidence)

KRS 61.878, 703 KAR 004:060, 704 KAR 003:305

**RELATED POLICY:**

08.113, 09.14

Adopted/Amended: 08/14/2006

Order #: 0127884

**At-Risk Students**

The Superintendent/designee shall develop and implement a plan to identify and assist students at risk of academic failure, engaging in disruptive and disorderly behavior, or dropping out of school.

This plan shall address, but not be limited to:

1. Providing extended school services to address student academic deficiencies;
2. Utilizing available resources to identify appropriate strategies to use with at-risk students, including intervention services, analysis of District data, and coordination of efforts with related agencies, both within and outside the District;
3. Training of personnel and, when appropriate, parents and community members;
4. Coordinating staff efforts to identify and assist at-risk students and to focus on improving the learning environment;
5. Designing work-related programs for students who require a career and technical emphasis;
6. Encouraging parent involvement in their children's education; and
7. Developing a system of recognition and rewards for attendance and academic success.

**REFERENCES:**

KRS 156.488; KRS 157.072; KRS 158.440  
KRS 158.810; KRS 158.812; KRS 158.814; KRS 158.816; KRS 158.818  
KRS 159.040; KRS 159.150

**RELATED POLICIES:**

03.19  
08.133; 08.14  
09.123

Adopted/Amended: 10/15/1998  
Order #: 012547

**Homework****STANDARDS FOR ASSIGNMENTS**

Each school shall establish standards for out-of-school assignments. These standards shall encompass amounts and types of reasonable homework assignments by grade level.

**PURPOSE OF ASSIGNMENTS**

Homework shall be assigned for the improvement of learning. Curriculum-related assignments shall not be used for disciplinary purposes. Assignments should have meaning for the student, should be clear and specific, and should be of an amount and type that may be accomplished in a reasonable period of time.

**REFERENCE:**

KRS 160.345

Adopted/Amended: 04/24/1996

Order #: 0579

**Promotion and Retention****CERTIFICATE AND TRANSFERS**

When a pupil in any public school completes the prescribed program of studies of the eighth grade, s/he is entitled to a certificate of completion signed by the teacher. The certificate shall entitle the pupil to admission into any public high school. Any promotions or credits earned in attendance in any approved public school are valid in any other public school. In case a pupil transfers from the school of one district to the school of another district, s/he may not be assigned to a lower grade or course until the pupil has demonstrated that s/he is not suited for the work in the grade or course to which s/he has been promoted.<sup>1</sup>

A student who has completed the requirements established by the State Department of Education for a vocational program shall receive a vocational certificate of completion specifying the areas of competence.<sup>1</sup>

**DIPLOMAS**

Upon successful completion of all state and Board requirements, the student shall receive a diploma indicating graduation from high school.<sup>1</sup>

**PROMOTION/RETENTION**

Each school shall determine criteria for student progress through the school's program. The criteria shall reflect mastery of state-required capacities and be aligned with the Kentucky Performance Rating for Educational Progress (K-PREP).

A student may advance through the primary program without regard to age if the District determines that s/he has acquired the academic and social skills taught in kindergarten and that advancement would be in his/her best educational interest. Successful completion of the primary program, as determined by methods set out in Kentucky Administrative Regulations, shall be a prerequisite for a child's entrance into the fourth grade.

No student may be retained without prior consultation with the parents and approval of the Principal.

**STUDENTS WITH DISABILITIES**

In cases which involve students with disabilities, the procedures mandated by federal and state law for students with disabilities shall be followed.<sup>2</sup>

**REFERENCES:**

<sup>1</sup>KRS 158.140; KRS 158.860

<sup>2</sup>P. L. 105-17

KRS 158.645; KRS 158.6451; KRS 158.6453; KRS 158.031; KRS 160.345

703 KAR 004:040

OAG 82-473

**RELATED POLICIES:**

08.113, 08.222, 08.5, 09.121

Adopted/Amended: 08/14/2006

Order #: 0127884

**Grading****ACHIEVEMENT**

Teachers shall maintain detailed, systematic records of the achievement of each student.

**GRADE REPORTS**

Grade reports shall be issued every nine (9) weeks for all students. Reports of unsatisfactory progress will be sent to parents midway through the grading period.

Each primary teacher shall provide parents with a comprehensive report that is based on samples of their child's work and that includes a descriptive, narrative evaluation of all aspects of the child's progress.

A student's grade shall not be lowered as a disciplinary action.

**END-OF-COURSE EXAMS**

Grades earned on end-of-course exams required for high school courses designated by Kentucky Administration Regulation shall count up to twenty percent (20%) of a student's final grade in a course.

**PARENT/TEACHER CONFERENCES**

Parent/teacher conferences shall be scheduled at the request of the parent or teacher.

**REFERENCES:**

KRS 158.140; KRS 158.645  
KRS 158.6451; KRS 158.860  
KRS 160.345; KRS 161.200  
703 KAR 004:040  
703 KAR 005:200

**RELATED POLICIES:**

02.441; 08.113; 08.22; 08.222; 08.5

Adopted/Amended: 07/25/2011  
Order #: 2011-288

**Academic Honors Program****VALEDICTORIAN AND SALUTATORIAN**

To be considered for valedictorian or salutatorian of the graduating class, students must attend the high school during the last three (3) semesters prior to the determination of senior class ranking.

Class standing shall be determined at the end of eight (8) semesters. In the event a candidate for valedictorian or salutatorian withdraws from school before the end of the eighth semester, honors shall be awarded to the student with the next highest grade point average.

Students shall be ranked in accordance with subjects offered and weighted scales for each class at the high school.

**SYSTEM TO DETERMINE CLASS RANK**

Each semester grade shall be assigned points for the purpose of determining class rank. The following system shall be used:

<u>Regular Course</u>		<u>Advanced Placement Course</u>	
GRADE	POINTS	GRADE	POINTS
A	4.00	A	5.00
B	3.00	B	4.00
C	2.00	C	3.00
D	1.00	D	2.00
F	0.00	F	0.00

**WEIGHTED CLASSES**

The high school site-based council shall determine and disseminate a list of courses that are weighted for the purpose of determining class rank of students. Only academic classes listed in the Program of Studies shall be considered.

**TECHNICAL CLASSES**

Classes taken at the area Technical School shall be considered as one (1) class per block of instruction in awarding credit and will carry the weight of a regular course when determining grade point average for class ranking.

**PARTICIPATION IN GRADUATION**

Unless otherwise excused by the Principal/designee and the high school council, candidates for valedictorian and salutatorian and other academic honors are required to be enrolled for their eighth semester of high school and to participate in graduation exercises.

**RELATED POLICIES:**

08.113

08.221

Adopted/Amended: 04/30/1996

Order #: 0586

**Assessment****CONTINUOUS ASSESSMENT**

The Superintendent shall recommend and the Board shall adopt and implement a continuous assessment program in accordance with applicable statutes and regulations.

**REFERENCES:**

KRS 158.645; KRS 158.6451; KRS 158.6453; KRS 158.6459

KRS 158.650; KRS 158.860; KRS 161.795

016 KAR 001:020; 703 KAR 004:040

703 KAR 005:010; 703 KAR 005:060; 703 KAR 005:160

**RELATED POLICIES:**

02.441, 08.1213, 08.131, 08.221

09.2, 09.21

Adopted/Amended: 04/24/1996

Order #: 0579

**Instructional Resources****SURVEY**

Schools not having SBDM school councils shall survey teachers to determine their needs for instructional resources. The results of the survey shall be used to establish priorities for purchase.

**ALLOCATION METHOD**

Within budgetary limits, schools or school councils shall establish an equitable method of allocating funds to purchase instructional resources.

**FINANCIAL REPORT**

A financial report on allocations to and expenditures for instructional resources shall be prepared annually by the Board and shall be a public record.

Each school may carry forward to the next fiscal year any part of the instructional resource allocation distributed to the school that has not been spent or committed in the current fiscal year.

**INSTRUCTIONAL RESOURCE FUND**

Schools with any grade from P-8 may purchase instructional resources using State funds in accordance with 704 KAR 003:455.

Each school allocated instructional resource funds shall complete an annual plan to identify purchases following guidelines of the Kentucky Board of Education.

The annual plan shall be approved by the Board and by the School Council in SBDM schools.

All plans shall be approved by the local Board as to sufficiency of funding to support the requested purchases.

Any purchase exceeding the funds allocated shall be paid from other Council funds in SBDM schools.

**FEES**

If the Board authorizes charging rental fees for students in grades nine through twelve (9-12), the Board shall establish those fees annually.

Instructional resources shall be made available to all students. No student shall be denied full participation in any educational program due to an inability to pay for, or rent, all necessary instructional resources.<sup>1</sup>

Fee waivers shall be provided as required by applicable statutes and regulations.<sup>2</sup>

**RESPONSIBILITY**

Students or parents shall compensate the District for instructional resources that are lost, damaged, or destroyed while in the student's possession.

**Instructional Resources**

**SECTARIAN TEXTS**

No book or other publication of a sectarian, infidel, or immoral character or one that reflects on any religious denomination shall be used or distributed in any school.<sup>3</sup>

**REFERENCES:**

<sup>1</sup>KRS 158.108

<sup>2</sup>KRS 160.330; 702 KAR 003:220

<sup>3</sup>KRS 158.190

KRS 156.433

KRS 156.439

KRS 157.110

702 KAR 003:246

704 KAR 003:455

**RELATED POLICIES:**

02.4242

04.32

09.15

Adopted/Amended: 07/28/2003

Order #: 0127243

**Copyrighted Materials**

The use of copyrighted material for educational purposes, by school personnel, shall be within the generally accepted uses delineated by applicable law. The Superintendent shall develop procedures for informing appropriate personnel of the fair use of copyrighted material for educational purposes.

**ELECTRONIC MATERIALS**

All employees shall use electronic materials only in accordance with the license agreement under which the electronic materials were purchased or otherwise procured. Electronic materials are defined as computer software, databases, video tapes, compact and laser disks, electronic textbooks or any other copyrighted material distributed in electronic form.

Any duplication of copyrighted electronic materials, except for backup and archival purposes, is a violation of the law, unless the license agreement explicitly grants duplication rights. The archival copy is not to be used on a second computer at the same time the original is in use. In addition, illegal copies of copyrighted software shall not be used on Board equipment.

Through appropriate professional development activities, the technology coordinator shall inform all employees of their compliance responsibilities with electronic materials licensing agreements and of the penalties for violating these agreements.

The Superintendent or designee shall sign all District software license agreements. Each school using licensed software shall have on file a copy of the executed agreement, the original disk or the original documentation.

**REFERENCES:**

Kentucky Educational Technology System (KETS)  
17 U.S.C. §107

**RELATED POLICY:**

08.2323

Adopted/Amended: 07/28/2003

Order #: 0127243

**Review of Instructional Materials**

A review of instructional materials on the basis of citizen concerns shall be conducted in response to a properly filed written request under procedures developed by the Superintendent. In schools operating under SBDM, these procedures for review shall include school council consideration of the written concerns regarding instructional materials. Instructional materials shall include textbooks, supplementary materials, and library books. Forms for such requests may be obtained from the school and will be made available to any resident of the school district at the Superintendent's office. The request shall include a written reason for objection and a statement of the desired action regarding the material under consideration.

Employees receiving a written request for review of instructional materials shall notify the Principal of the complaint, who shall then notify the Superintendent. The Superintendent shall notify the Board of all complaints filed and the council's response.

Individuals may appeal a council's decision concerning challenged materials under the Board's policy on appeal of SBDM decisions.

**REFERENCE:**

Board of Educ., Island Trees v. Pico, 102 S.Ct. 2799 (1982)

**RELATED POLICY:**

02.42411

Adopted/Amended: 10/15/1998

Order #: 012547

**Access to Electronic Media****(Acceptable Use Policy)**

The Board supports reasonable access to various information formats for students, employees and the community and believes it is incumbent upon users to utilize this privilege in an appropriate and responsible manner as required by this policy and related procedures, which apply to all parties who use District technology.

**SAFETY PROCEDURES AND GUIDELINES**

The Superintendent shall develop and implement appropriate procedures to provide guidance for access to electronic media. Guidelines shall address teacher supervision of student computer use, ethical use of electronic media (including, but not limited to, the Internet, e-mail, and other District technological resources), and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of networks for prohibited or illegal activities, the intentional spreading of embedded messages, or the use of other programs with the potential of damaging or destroying programs or data.

Students shall be provided instruction about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms and cyberbullying awareness and response.

Internet safety measures, which shall apply to all District-owned devices with Internet access or personal devices that are permitted to access the District's network, shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet and World Wide Web;
- Safety and security of minors when they are using electronic mail, chat rooms, and other forms of direct electronic communications;
- Preventing unauthorized access, including "hacking" and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal information regarding minors; and
- Restricting minors' access to materials harmful to them.

A technology protection measure may be disabled by the Board's designee during use by an adult to enable access for bona fide research or other lawful purpose.

The District shall provide reasonable public notice of, and at least one (1) public hearing or meeting to address and communicate its initial Internet safety measures.

Specific expectations for appropriate Internet use shall be reflected in the District's code of acceptable behavior and discipline including appropriate orientation for staff and students.

**Access to Electronic Media**

(Acceptable Use Policy)

**PERMISSION/AGREEMENT FORM**

A written parental request shall be required prior to the student being granted independent access to electronic media involving District technological resources.

The required permission/agreement form, which shall specify acceptable uses, rules of on-line behavior, access privileges, and penalties for policy/procedural violations, must be signed by the parent or legal guardian of minor students (those under 18 years of age) and also by the student. This document shall be kept on file as a legal, binding document. In order to modify or rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the Superintendent with a written request.

**EMPLOYEE USE**

Employees shall not use a code, access a file, or retrieve any stored communication unless they have been given authorization to do so. (Authorization is not required each time the electronic media is accessed in performance of one's duties.) Each employee is responsible for the security of his/her own password.

Employees are encouraged to use electronic mail and other District technology resources to promote student learning and communication with the home and education-related entities. If those resources are used, they shall be used for purposes directly related to work-related activities.

Technology-based materials, activities and communication tools shall be appropriate for and within the range of the knowledge, understanding, age and maturity of students with whom they are used.

District employees and activity sponsors may set up blogs and other social networking accounts using District resources and following District guidelines to promote communications with students, parents, and the community concerning school-related activities and for the purpose of supplementing classroom instruction.

Networking, communication and other options offering instructional benefits may be used for the purpose of supplementing classroom instruction and to promote communications with students and parents concerning school-related activities.

In order for District employees and activity sponsors to utilize a social networking site for instructional, administrative or other work-related communication purposes, they shall comply with the following:

1. They shall request prior permission from the Superintendent/designee.
2. If permission is granted, staff members will set up the site following any District guidelines developed by the Superintendent's designee.
3. Guidelines may specify whether access to the site must be given to school/District technology staff.
4. If written parental consent is not otherwise granted through AUP forms provided by the District, staff shall notify parents of the site and obtain written permission for students to become "friends" prior to the students being granted access. This permission shall be kept on file at the school as determined by the Principal.

**Access to Electronic Media****(Acceptable Use Policy)****EMPLOYEE USE (CONTINUED)**

5. Once the site has been created, the sponsoring staff member is responsible for the following:
  - a. Monitoring and managing the site to promote safe and acceptable use; and
  - b. Observing confidentiality restrictions concerning release of student information under state and federal law.

Staff members are discouraged from creating personal social networking sites to which they invite students to be friends. Employees taking such action do so at their own risk.

All employees shall be subject to disciplinary action if their conduct relating to use of technology or online resources violates this policy or other applicable policy, statutory or regulatory provisions governing employee conduct. The Professional Code of Ethics for Kentucky School Certified Personnel requires certified staff to protect the health, safety, and emotional well-being of students and confidentiality of student information. Conduct in violation of this Code, including, but not limited to, such conduct relating to the use of technology or online resources, must be reported to Education Professional Standards Board (EPSB) as required by law and may form the basis for disciplinary action up to and including termination.

**COMMUNITY USE**

On recommendation of the Superintendent/designee, the Board shall determine when and which computer equipment, software, and information access systems will be available to the community.

Upon request to the Principal/designee, community members may have access to the Internet and other electronic information sources and programs available through the District's technology system, provided they attend any required training and abide by the rules of usage established by the Superintendent/designee.

**DISREGARD OF RULES**

Individuals who refuse to sign required acceptable use documents or who violate District rules governing the use of District technology shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, or other computing and telecommunications technologies.

Employees and students shall be subject to disciplinary action, up to and including termination (employees) and expulsion (students) for violating this policy and acceptable use rules and regulations established by the school or District.

**RESPONSIBILITY FOR DAMAGES**

Individuals shall reimburse the Board for repair or replacement of District property lost, stolen, damaged, or vandalized while under their care. Students or staff members who deface a District web site or otherwise make unauthorized changes to a web site shall be subject to disciplinary action, up to and including expulsion and termination, as appropriate.

**Access to Electronic Media**

(Acceptable Use Policy)

**RESPONDING TO CONCERNS**

School officials shall apply the same criterion of educational suitability used to review other educational resources when questions arise concerning access to specific databases or other electronic media.

**AUDIT OF USE**

Users with network access shall not utilize District resources to establish electronic mail accounts through third-party providers or any other nonstandard electronic mail system.

The Superintendent/designee shall establish a process to determine whether the District's education technology is being used for purposes prohibited by law or for accessing sexually explicit materials. The process shall include, but not be limited to:

1. Utilizing technology that meets requirements of Kentucky Administrative Regulations and that blocks or filters internet access for both minors and adults to certain visual depictions that are obscene, child pornography, or, with respect to computers with Internet access by minors, harmful to minors;
2. Maintaining and securing a usage log; and
3. Monitoring online activities of minors.

**RETENTION OF RECORDS FOR E-RATE PARTICIPANTS**

Following initial adoption, this policy and documentation of implementation shall be retained for at least five (5) years after the last day of service in a particular funding year.

**REFERENCES:**

KRS 156.675; 47.U.S.C. § 254; 701 KAR 005:120  
16 KAR 1:020 KAR 001:020 (Code of Ethics)  
47 U.S.C. 254/Children's Internet Protection Act; 45 C.F.R. 54.520  
Kentucky Education Technology System (KETS)

**RELATED POLICIES:**

03.1325/03.2325  
03.17/03.27; 08.1353; 08.2322  
09.14; 09.421; 09.422; 09.425; 09.426

Adopted/Amended: 07/23/2012  
Order #: 2012.433

**Library Media Centers**

The Board shall establish, maintain and staff a library media center in every school in keeping with statutory requirements.

**SELECTION OF MEDIA MATERIALS AND EQUIPMENT**

In schools with SBDM school councils, the council shall consult with the school media librarian on the maintenance of the school library media center, including purchase of instructional materials, information technology, and equipment. In schools without SBDM school councils, the librarian and media personnel shall be responsible for coordinating the selection and recommending to the Principal for the purchase of materials and equipment based on the existing collection, the curriculum, and the needs of the school.

**GIFTS**

Gifts to the library shall be reviewed by and accepted or rejected at the discretion of the librarian, subject to review by the Principal.

**REVIEW**

The librarian shall inventory and review the collection at least every two (2) years for wear and obsolescence and, with the approval of the Principal, dispose of materials which are no longer suitable for use for these reasons.

**REFERENCES:**

KRS 158.102

KRS 160.345

Adopted/Amended: 08/28/2000

Order #: 012103

**Previewing Materials**

All materials presented for student use or viewing shall be reviewed by the teacher before use.

Exceptions shall be current events programs and programs provided by Kentucky Educational Television.

Adopted/Amended: 04/24/1996

Order #: 0579